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AUTHOR Luckner, Barbara A., Ed.; Zane, Lawrence F. H., Ed.
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ABSTRACT

The information explosion in vocational-technical education has created a need for a system whereby information may be disseminated economically and efficiently for vocational educators at all levels and in different institutions throughout the State of Hawaii. This project was designed to disseminate information and resource materials on the development of vocational-technical education curriculum in Hawaii. This was accomplished by establishing three project objectives: (1) selection of an advisory committee, (2) dissemination of vocational-technical information for instructional programs, and (3) provision of nine workshops. Half of the document consists of the following papers presented by Hawaiian educators--An Irreverence for Relevance Without Referents; The Need for Vocational Counseling; The Department of Education's Long-Range Plans for Vocational-Technical Education; Guidance Curriculum Guide: Career Development Intermediate Level; A Conceptual Model for a Career Development Continuum K-14 for Implementation in the Public Schools of Hawaii; Counseling for Decision-Making and Career Development; The Career Information Center; Fact Sheet on Basic Educational Opportunity Grants; Combining Theory with Work Experience through Apprenticeship; Lists of Apprenticeship Programs at Honolulu and Hawaii Community Colleges; and the Educational Resources Information Center. Ninety pages of workshop related materials are appended. (BP)

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A FINAL REPORT
ON A PROJECT CONDUCTED UNDER
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FAMILIARIZATION AND DISSEMINATION OF SELECTED VOCATIONAL-TECHNICAL CURRICULUM AND RESOURCE MATERIALS

Edited By:

BARBARA A. LUCKNER
LAWRENCE F. H. ZANE

University of Hawaii
College of Education
Department of Curriculum and Instruction
1776 University Avenue
Honolulu, Hawaii 96822

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FOREWORD

Members of the vocational-technical education profession recognize the constant need to keep abreast of the most recent curriculum and resource materials, both in specific areas of interest and in the general area of career education. The number and extent of the research reports and curriculum materials that are being produced as a result of the continued emphasis on career education have made this a formidable task, particularly for those who are engaged in full-time teaching or counseling.

This project, funded under Part F, Section 554 of the Education Professions Development Act, was an attempt to expose those engaged in vocational-technical education to a number of selected, innovative curriculum and resource materials that appeared worthy of their consideration. Many of these materials were displayed, and their use demonstrated and discussed, at a series of workshops on Oahu and the Neighbor Islands, which drew participants from the Hawaii State Department of Education, the community colleges, the University of Hawaii, private secondary and post-secondary institutions, vocational schools, industry and manpower organizations. Other materials were purchased and duplicated at the request of personnel in the field and either disseminated to instructors and counselors or placed in a central location for review and loan.

The Office of the State Director for Vocational Education gratefully acknowledges the services rendered by the members of the Advisory Committee for this project, who spent much time reviewing materials, planning the workshops and actively participating in them. Particular recognition is

also due to the District Superintendents, the Provosts of the community colleges and members of their faculty and staff for their enthusiastic cooperation and substantive contribution to the workshops on each island.

Samson S. Shigetomi
State Director for Vocational
Education
University of Hawaii

FAMILIARIZATION AND DISSEMINATION OF SELECTED VOCATIONAL-TECHNICAL CURRICULUM AND RESOURCE MATERIALS

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Duration:	August 1973 - June 1974

INTRODUCTION

The problem of conducting research and keeping up with new trends, innovative techniques and programs is one that faces all educators. For those engaged in vocational-technical education, the problem has loomed even larger since the passage of the Vocational Education Amendments of 1968 and the subsequent emphasis on career education.

In Hawaii, the problem is compounded by the insular nature of the State, its distance from the mainland United States and the distance between the separate island counties with the attendent time delays and prohibitive transportation costs.

In light of these conditions, the need is particularly acute for a system whereby research findings and useful information regarding successful innovative programs may be disseminated economically and

efficiently to vocational educators at all levels and in different institutions throughout the State.

The funds provided under this grant were used to establish an information system that would, in some measure, attack this problem.

PURPOSE

The project was designed to disseminate information and selected resource materials on the development of vocational-technical education curriculum, and to familiarize vocational-technical instructors, supervisors, administrators, counselors, librarians and representatives of manpower organizations at all levels and in different institutions throughout the State with ways in which they might utilize this information effectively and efficiently to meet the needs of their students.

GOALS AND OBJECTIVES

The primary goal of the project was to improve vocational-technical education in the State of Hawaii.

Specific Objectives were:

a. to select an advisory committee, comprised of representatives from the Department of Education, the Community College system, the University of Hawaii, private schools and manpower organizations, to establish guidelines, review, evaluate and screen the materials to be purchased or duplicated for dissemination, and to help plan the workshops.

b. to duplicate and distribute selected and approved research findings, reports of innovative projects and programs and successfully implemented curriculum materials to vocational educators at workshops or through the Career Information Center

and Department of Education Offices for use in the on-going instructional programs in the State.

c. to provide a series of workshops in the Fall and Spring semesters on Oahu, Kauai, Maui and Hawaii to familiarize vocational educators with selected innovative programs, curriculum and resource materials.

ACTIVITIES

The Advisory Committee

Members of the Advisory Committee (see Appendix I) held their first meeting on August 29, 1973. Thereafter they met at least once a month. Their main tasks included:

a. establishing guidelines for the selection of materials to be duplicated and disseminated (see Appendix II).

b. reviewing and approving innovative programs, curriculum and resource materials to be disseminated at workshops or through the Career Information Center and Department of Education Offices for use in the on-going instructional programs in the State.

c. helping to plan the series of workshops.

d. actively participating in the workshops.

Purchase, Duplication and Dissemination of Selected Vocational-Technical Curriculum and Resource Materials

The Provosts of the community colleges in the State of Hawaii were asked to consult with their faculty and staff and submit recommendations for the purchase or duplication of selected vocational education curriculum and resource materials. The Superintendent of Education was similarly asked to contact his District Superintendents for their recommendations.

Other recommendations were submitted by the Office of the State Director for Vocational Education and the Department of Education's Office of Instructional Services where the materials had been approved by the program specialists.

All the recommendations were reviewed by the members of the Advisory Committee and evaluated according to the established guidelines (see Appendix II).

A list of those materials that were approved by the members of the Advisory Committee for purchase or duplication may be found in Appendix III. Where possible, one copy of the materials was placed in the Career Information Center, the Department of Education's Office of Instructional Services or another central location, as indicated in Appendix III, to permit wider dissemination. Vocational educators are encouraged to avail themselves of the resources at these locations.

Workshops

Schedule: Nine full-day workshops were held throughout the year according to the following schedule:

Fall Semester

October 13, 1973	Oahu	Hilton Hawaiian Village
October 27, 1973	Oahu	Hilton Hawaiian Village
December 1, 1973	Maui	Maui Community College and Maui Beach Hotel
December 8, 1973	Kauai	Kauai Surf Hotel
December 15, 1973	Hawaii	Waiakea Resort Village

Spring Semester

February 16, 1974	Oahu	The Kamehameha Schools
March 16, 1974	Kauai	Kauai Resort Hotel
March 23, 1974	Maui	Maui Community College
April 27, 1974	Hawaii	C. Brewer Training Center Waiakea Resort Village

Theme: Before the first workshop on Oahu, the members of the Advisory Committee recommended that, although the workshops during each semester might follow the same general theme, the topics and presentations should be selected according to the particular needs of the different islands. The general themes: What Makes an Effective Vocational-Technical Education Curriculum? and Improving Vocational-Technical Education were chosen for the Fall and Spring semesters respectively.

University Credit: It was decided that one university credit, Course Number Ed CI 540 (H), through the College of Continuing Education and Community Service, University of Hawaii at Manoa and Hilo, should be awarded for participation in two workshops (Fall and Spring). The registration fee for this optional credit was ten dollars.

Planning: On Oahu, the project staff met with the Provosts of the community colleges whose recommendations were taken into consideration by the members of the Advisory Committee. On the Neighbor Islands, a planning committee composed of the Provost and the Dean of Instruction of the community college, the District Superintendent and members of their faculty and staff met with the project staff to plan the workshops on their island.

Publicity: Workshop brochures (see Appendix IV for a sample) were sent to all the community colleges in the State of Hawaii, private post-secondary and vocational institutions, public and private secondary schools, the State Superintendent of Education, the Department of Education's Office of Instructional Services and District Offices, the Office of the Vice-President for Community Colleges, the Office of the State Supervisor of the Manpower Development and Training Program, the State Commission on Manpower and Full Employment, the State Advisory Council on Vocational-Technical Education, the Office of the State Director for Vocational Education, the Department of Curriculum and Instruction at the University of Hawaii and the University of Hawaii at Hilo. On the Neighbor Islands, the distribution of the brochures was coordinated by the community college and the Department of Education's District Office, each of which provided indispensible secretarial assistance.

Agenda: The agenda of each workshop may be found in Appendix IV and a categorized list of topics with the consultants-presenters in Appendix V. Topics were chosen to illustrate various aspects of effective vocational education curriculum development, and the information disseminated included resources for the determination of labor needs, task analysis, long-range plans for vocational education, vocational education counseling, needs of the disadvantaged, financial aids, as well as examples of successfully implemented curricula making use of individualized instruction, modular scheduling, simulation and the combination of vocational-technical subjects with general education and work experience. Presenters were, for the most part, members of the local cooperating educational institutions and advisory committees. Two notable exceptions were the keynote speakers at two

of the workshops: Dr. Calvin Dellefield, the Executive Director of the National Advisory Council on Vocational Education, and the Honorable Elmer F. Cravalho, Mayor of the County of Maui. On the Neighbor Islands, representatives of the county government and the local business community participated in panel discussions.

Format: At the time of registration at the workshops, participants were given name tags and an agenda package consisting of a federal registration form, an agenda, the list of advisory committee members and an evaluation form. Invaluable assistance was afforded the project staff at registration and in the setting up of audio-visual equipment and the introduction of the presenters by members of the administration, faculty and secretarial staff of the community colleges, the Department of Education's State and District Offices and the public and private schools. At each workshop, participants were given a general orientation to the project by a member of the Advisory Committee. The workshop day was divided into general and group sessions with opportunity being provided during the breaks and lunch period for participants to talk together and share ideas. At the Fall workshops, there was a display of ERIC materials, some of which were available as handouts. At the Spring workshops, selected curriculum and resource materials were put on display, given to the participants as handouts or, where the number of available copies was limited, were later sent to those who indicated their interest on a sign-up sheet. The proceedings of each workshop were recorded and cassette tapes of selected presentations are available (see Appendix V).

Participants: Participation in the workshops was on a voluntary basis. All those eligible who indicated their interest in attending were able to

be accommodated. The total duplicated attendance at the nine workshops was six hundred and fifty-one (651). (See Appendix VI for the numbers at each workshop.) The number registering for university credit on each island was as follows: Oahu - 64; Maui - 28; Kauai - 18; Hawaii - 41. The participants at each workshop with their titles and vocational or related area are listed by institution in Appendix VI.

EVALUATION

A confidential evaluation form was included in the agenda package distributed to each participant at the nine workshops. Participants were asked to return the completed forms at the end of the workshop or mail them in at a later date. The form was modified after the first workshop and additional open-ended questions were included in the evaluation of subsequent workshops. A sample of the modified evaluation form can be found in Appendix VII.

A total of 277 completed evaluation forms were received. Participants were asked to evaluate the workshop's achievement of the stated purpose: to disseminate information and/or resource materials on the development of vocational-technical education curriculum, on a five-point scale. The percentage of respondents for all workshops evaluated the overall achievement as follows:

Excellent	23.1%
Good	51.6%
Average	12.3%
Fair	3.6%
Poor	0

9.4% of the participants failed to respond to this question. Tables

showing the numerical response for each workshop and the evaluation of individual presentations can be found in Appendix VII.

In open-ended questions, participants were asked to state the major shortcomings of the workshop, recommend changes, suggest specific topics and kinds of information for presentation and dissemination at subsequent workshops with the same purpose, and indicate whether they thought they would be able to implement any of the ideas and information they had received at the workshop in their classrooms, schools, community colleges etc.

Operational shortcomings regarding the publicity, registration process, location and temperature of the conference rooms that were singled out in the first series of workshops were largely remedied by the time of the Spring workshops. The main criticism of the Fall workshops was that they were too long, due in some cases to speakers' not keeping within the time limits, and that they attempted to cover too much in one day. The Spring workshops were therefore shortened and fewer topics were presented. Some participants in the first series regretted that they were only able to attend one of the three group sessions that were offered concurrently. In the Spring on Oahu, two group sessions were repeated at different times to allow participants to attend both sessions in smaller groups. An attempt was made to involve the participants more actively in the Spring presentations in answer to criticisms of the more passive "listening" response called for in the first workshops. This was apparently more successful on the Neighbor Islands than on Oahu where the main criticism was again the lack of audience participation in one of the principal presentations - the Career Planning Games. On Kauai and Maui, participants felt that not enough time was allowed for the explanation and playing of

the Life Career Game.

Among the recommendations for subsequent workshops were the following:

The opportunity to review in advance the materials being presented and handed out to participants, to allow for more questions and discussion.

More small group sessions according to area of interest, where the participants could apply the ideas and information presented to their own problems.

Buzz groups in which administrators, counselors and instructors could together discuss the theme of the workshop and indicate the kinds of information and resource materials they need.

Exhibits from public and private schools.

Exhibits of commercial curriculum materials.

Movies showing teachers and students in the classroom.

Field trips to areas of interest in the community.

Introduction of key people in vocational-technical education in the State with whom participants could consult throughout the year. Identification of the services offered.

More in-put from students and parents.

The participation of more administrators.

More resource people from labor, industry, the social services and government, both local and national.

Compulsory attendance at the workshops of vocational-technical personnel.

The workshops should constitute an on-going program to allow for follow-up and continuity.

Suggested topics and kinds of information for presentation and dissemination at future workshops included:

The relevance of vocational-technical education.

The relevance of general education.

The application of vocational-technical procedures to cooperative education in the liberal arts area.

A look at vocational-technical education programs in other states.

How different schools are accomplishing their goals in vocational education.

Articulation between the DOE and the community colleges.

Articulation between teachers and counselors.

Experiences in industry for vocational-technical personnel.

Representatives from different occupations to indicate what they look for in prospective employees.

More instruction on the use of ERIC.

OSHA rules and regulations.

Information on specific vocational opportunities in the community and the state.

Information on occupational trends throughout the nation.

More information on the various careers.

Reports on state and federal programs to help minorities.

Sources of classroom materials, speakers' lists, businesses that may be visited.

Follow-up on the materials and services available at the Career Information Center; format for writing proposals for mini-grants.

Vocational-technical education materials adapted for local use.

Multi-media presentations of lessons in vocational-technical courses.

New industrial methods in vocational-technical education.

Methods in teaching home economics.

Techniques to motivate students to be more career-conscious.

Student self-awareness, self-confidence, clarification of values.

Students to talk about their own career guidance.

Case studies and role-playing in vocational counseling.

Counselors outside of educational institutions.

The teacher's role as counselor.

How to understand students.

How to read test scores.

Civil Service Testing and Employment Testing.

Almost all the respondents indicated that they thought they would be able to implement some of the ideas and information presented at the workshop in their classrooms, libraries, schools or community colleges, although some felt that their desired use of the ideas presented would be limited by the money and materials available to them. Specifically, participants indicated their proposed use of ERIC and the Career Information Center resources in their own teaching, counseling and curriculum development; the use or adaptation of the career planning games and the Life Career game; task analyses; advisory committees; individualized instruction; reading and placement testing and testing techniques; the implementation of the Pre-Industrial Preparation program and career development at the ninth-grade level. Participants further indicated that they planned to make their subjects more relevant to the students' needs, provide for the needs of disadvantaged students, coordinate their vocational-technical subject with the reading skills lab, examine the vocabulary of their texts and pay attention to helping the poor reader;

initiate an older student-younger student counseling situation and class discussions on career development and financial aids; develop a resource center on career guidance and a career tape libary; include more career information in the high school library and refine the learning center. In one case, information gained at the workshop was to be included in a guide to occupations for Hawaii's students and counselors. Several respondents also expressed more generally that they had gained a better understanding of the topics presented at the workshop, a greater awareness of what was going on in the vocational-technical area and a knowledge of where to turn for more information and assistance. Others appreciated the opportunity afforded by the workshop to talk and share ideas with their colleagues in the field.

From these indications of the benefits and anticipated use of the information disseminated at the workshops, together with the overall evaluation, it would appear that the project was successful in achieving the stated purpose. The full impact of the workshops and the use of materials purchased and duplicated under this project can, however, only be assessed at a later date when the participants have had time to implement the ideas and information in their own classrooms and educational institutions.

SUMMARY

The Familiarization and Dissemination of Selected Vocational-Technical Curriculum and Resource Materials under the provisions of the Education Professions Development Act, Part F, Section 554, brought a number of such materials to the attention of vocational educators throughout the State of Hawaii. Under the guidance of an advisory committee composed of distinguished representatives from the Department of Education, the Community

College system, the College of Education of the University of Hawaii, the Manpower Development and Training Program, the State Advisory Council on Vocational Education, the Career Information Center and the Office of the State Director for Vocational Education, pertinent and innovative curriculum materials were purchased, duplicated and explained to vocational educators in a series of workshops held on Oahu and the Neighbor Islands. As far as can be determined at this date, the project succeeded in its purpose of disseminating selected vocational-technical education curriculum and resource materials and familiarizing vocational educators with their effective implementation in the on-going vocational education programs throughout the State of Hawaii.

AN IRREVERENCE FOR RELEVANCE WITHOUT REFERENTS

Robert E. Potter
Professor, Department of Educational Foundations
University of Hawaii

"Relevance" is one of the current catch words in education. Sometimes it appears under aliases--"relevant," "relevancy," even "irrelevant." But so many times when it does appear, it does violence to my semantic sensibilities. For the users who appear to have a reverence for "relevance" ignore the fact that in order for anything to be "relevant," it must be relevant to something. Relevance is a relational term. There must be a referent for relevance. My dictionary defines "relevant" as "fitting or suiting given requirements: commonly used with the word 'to'."

It appears, however, that, for many people, the dictionary is no longer relevant to the English language. Just recently I received an ad from a textbook publisher which proclaimed his author's book to be "relevant." But apparently it is relevant to nothing or everything, for the ad gives no clue as to what the book is relevant. And in one of the sample case studies, the ad quotes, "Miss Clark, yells at her class to be quiet, but they ignore her and continue irrelevant, noisy activity." If their noisy activity is intended to disturb Miss Clark, it may be quite relevant to their purposes.

In the first assignment my students do in the undergraduate course in Foundations of American Education, I ask that they describe and evaluate the schools they attended. Paper after paper complains that their schools and lessons were "irrelevant." I always mark in the margin: "To what? To whom?" It does not occur to them that there might have been a relevance apparent to the teacher. Perhaps the teacher saw the lesson as preparing students to pass an examination or to succeed in a college course or to learn a fact that was important to the teacher's interest. All these may have provided a referent

for relevance. What the students might legitimately have complained about is that their lessons were not relevant to the problems of life today, were not relevant to their own interests, were not relevant to earning a living, were not relevant to current trends in the arts or sciences, were not relevant in a hundred different ways. Such criticism would have given some indication of the kind of dissatisfaction expressed in their word "irrelevant." Without a clear statement of the referents for which something is relevant or irrelevant, we can do little about improving our "irrelevant" institutions of learning, whether they be kindergartens, community colleges or graduate schools.

In my irritation at those who so often express a reverence for relevance without referents, I am in agreement with Hamline University's President Richard P. Bailey, who wrote (in TODAY'S EDUCATION, September-October, 1973, p. 106), "If any student uses the word 'relevant' again in my presence as a synonym for 'I want,' I shall be tempted to throw a college catalog at him."

During the recent years of intense student activism (some have called it "student rebellion"), much was said about the lack of relevance in the university curriculum. Students demonstrated and protested, demanding courses that would be "relevant," rejecting requirements as "irrelevant." Unfortunately, in their demands and protests they rarely went beyond attacking the source of their displeasure and gave teachers, professors, and administrators little guidance in what they (the students) considered relevant or even what referents they believed should be the criteria for relevancy.

There were some attempts to create "instant relevance." In many university communities, there appeared "free universities," in which students selected their own professors and outlined their own courses, often as esoteric in their content and structure as those against which they were protesting. But the courses did have the great advantage of being relevant to the immediate interest of the learners, even though they might have been on astrology, witchcraft,

advanced transcendentalist meditation, or Swahili. But once this immediate interest was satisfied--or it had turned in new directions, as student interests so often do--the so-called "free universities" were abandoned by their devotees because they, too, were "irrelevant." The same is true of many of the "free schools" which popped up in response to the complaint of the "irrelevance" of elementary and secondary schools. But their adherents, failing to establish criteria for relevance, soon lost interest in the effort, and the efforts generally splintered and sputtered and closed before they even got started.

The "establishment" institutions also responded to the demand for "instant relevancy." Programs and courses in black studies, ethnic studies, women's studies, poverty, peace, ecology, environment, and the evils of technology were instituted with little time for planning and with no more than superficial thought to the qualifications of the teachers and instructors. White male teachers and professors who spent years in the academic study of the problems of blacks, women, or the poor were pushed aside because they lacked the "relevant" view of the zealous convert who had once been an engineer or lab-scientist. While it is undeniably true that the experience of being black or female or poor or a technologist will add much to the effectiveness of a teacher who is academically qualified in his discipline, experience alone is not sufficient to produce a teacher who can conduct a course or program which is relevant to the complex social problems to which most of the "instant relevance" experiments were intended to be relevant.

Consequently, many of these "instant relevance" programs were ephemeral, for when uninformed students and academically unqualified teachers had given vent to their feelings of frustration and neglect, there was little more for them to talk about and no foundation upon which they could build realistic action programs relevant to the problems they sought to address. With

inadequate knowledge of the problems they faced and no understanding of the need to consider carefully past experience before jumping into the fire, their projects too often had relevance only to their frustrations, enthusiasms, and vague dreams. They did not admit the relevance of cost, including the human costs of commitment to a difficult course of action or the cost of giving up some "desirable" interests in order to achieve conflicting or competing other interests. They did not admit the relevance of their own complicity in the problems, always putting the blame on some convenient villain--the rich, the warmongering Pentagon, the political bosses, other races or ethnic groups, any distant target to serve as a scapegoat on whose back they could unburden all their own share of guilt for contributing to the problem and ignoring the relevancy of their own complicity. Without an awareness of the full relevance of the issues and the human elements in them, their solutions were bound to fail. Consequently, even before the earliest programs of "instant relevance" were fully organized, they began to lose their "relevance" as disillusionment set in. Now we see that ethnic studies are losing their appeal because they have solved none of the problems to which they were expected to have some relevance. When students were forced to face the reality--and the squalor--of lives of poverty, poverty-oriented programs suddenly became less romantically "relevant"--but the poor we still have with us and their problems are still as perplexing and as unpleasant to them as they were before the study of the "culture of poverty" became "relevant." My hunch is that there will be a similar lessening of interest in women's studies as soon as students discover that their failure to define the requirements for relevancy results in sterile discussions, semantic disagreements, and ineffective efforts to solve the frustrations and problems of women in our society. Indeed, if partial evidence is any indication, the disillusionment has already set in, for enrollments in courses designed to be relevant to women's lives have declined this year as

compared to last fall.

Perhaps the problem of relevancy is inherent in the very disciplines whose students are most apt to be the outspoken critics of the relevancy of the university. During the years that I was in Bachman Hall, I was fairly close to the leaders of the various protest movements, both students and professors. I recall many from the disciplines of the humanities and the social sciences--philosophy, religion, literature, art, history, political science, sociology, psychology, and anthropology. I don't remember many who were majoring in the physical or biological sciences, engineering, business administration, the community college vocational programs, or even social work. Those few education students involved in demonstrations at the University of Hawaii Manoa Campus were usually social studies or psychology majors. I think this is to be expected, for the humanities and the social sciences train their students to be critical of social relationships, to raise questions about the effectiveness of institutions, to seek out injustice to humanity. Unfortunately, these disciplines have not been able to relate the criticism of existing institutions to the creation of effective solutions. And the students (and sometimes junior faculty members), learning only half of what their disciplines should be teaching, see only the wrongs of their disciplines, only the impersonal research, only the lecture hall monologues on the problems of society, only the "ivory tower" pronouncements of professors who are affluent, white, male, and establishment-oriented (even though they vociferously deny the last allegation). Embittered at the obvious reluctance of the university to take leadership in solving the problems it so forcefully describes--war, poverty, intolerance, corruption, hunger, exploitation, pollution, resource-depletion, overpopulation--the social science and humanities students have declared their social sciences to be unsocial, their humanities courses inhumane, their liberal studies illiberal, and the whole university "irrelevant." And the institutions

have been uable to respond effectively, because no one--students or professors--have defined how, to what, or to whom the university should be relevant.

All of this is indeed tragic, for these problems are serious and need solution. Our schools and colleges should be working to develop and promote effective solutions to our social problems. When they fail to do so, sensitive students and the frustrated, alienated segments of the public lose confidence in the schools and colleges--and their faculties--and fling out the charge that we are "irrelevant."

It is significant that few students in the sciences or the professional and technical programs have complained about irrelevancy. Often they have seemed puzzled by the complaints of their protesting fellow students in the humanities and social sciences. True, they share a common cause when it comes to the required courses in general education--the so-called liberal education component of any degree or diploma program. They all generally agree that they see little relevance to a series of lectures on medieval history or Victorian literature given to a captive audience of bored, irritated, frustrated students whose only concern is to satisfy the graduation requirements that they must suffer through an arbitrary number of courses which are irrelevant to their goals, their immediate interests, and their problems (except to the purely academic problem of fulfilling degree requirements). Incidentally, this does not imply that courses in the liberal studies--even medieval European history and Victorian literature--are necessarily irrelevant to today's problems. After all, many of today's confusions about the role of women have their origin in the chivalric institutions of medieval Europe, and Victorian Charles Dickens wrote extensively about poverty and social injustice. But teachers and professors alike often teach as if they expect all students to find intellectual stimulation in the purely academic pursuit of practically useless knowledge, and they fail to establish any sense of relevancy between their subjects and the

problems of the world today.

However, the common cause of the students against the graduation requirements often disappears when the pre-professional or science major gets to his major or professional field. At this point, his frustrations are much relieved. An obvious relevance develops. His professional and vocational goals, shared with the teachers and instructors who design and teach his courses, provide a clear criterion of relevance. The courses and programs are job-directed. As long as the student in a professional or vocational field can see how his courses, directly or indirectly, contribute to his getting a job and to advancing in his career, he does not complain about "irrelevancy."

Sometimes, however, even in professional and technical programs, students have difficulty in relating some courses to the vocation they are pursuing. In my own department, for example, students have difficulty in seeing the relevancy of the course in the social foundations of education to their responsibilities as classroom teachers. Our biggest problem is convincing the students that the course is not simply an arbitrary barrier to their earning a degree and a teaching certificate but that it does indeed have an important bearing on their professional responsibilities as teachers. Not all vocational courses are obviously relevant to the uninitiated future practitioner. It is up to the teacher to help the student see how each part of his study program is relevant to his goals.

Since most of you are interested in the career programs in high schools and community colleges, you may very well be wondering how all this is relevent to your problems. Frankly, I'm not at all sure that it is. Only you can determine that. But let me suggest points for you to think about.

In the first place, you are part of the faculty of institutions which are being severely questioned in our society today. In some measure, this is why the schools and colleges have lost financial support--the public and its

elected office holders are questioning our relevance to society's needs. If public education goes down the drain, you go with it. It is going to take the cooperation of the entire faculty--and of the students and community--to develop programs which are effectively relevant in dealing with social problems. You must make an effort to review not only the technical and vocational programs of your schools or colleges, but you must consider the relevancy of the total curriculum to our world today.

To get more concrete, perhaps there are interdisciplinary approaches which can combine both career and liberal education. The automobile driver--indeed even the pedestrian and cyclist--shares the problems of pollution and energy consumption with the automobile mechanic. Surely there are contributions the instructor of technical courses can make to the relevant liberal education of all students. Don't isolate yourselves in your shops and laboratories. You are an essential part of the education of every student on your campus, even if you teach him only indirectly through the influence you have on your faculty colleagues.

In a more specific view, let me raise some questions you may ask yourself about the courses you teach.

Are your courses relevant to the kinds of expectations employers have of your graduates? Will your students get on the job only to find that what they assumed was relevant to their jobs was years--even decades--out of date? Are your programs relevant to the needs of the job market? A best selling autobiography of some thirty years ago told of an immigrant Russian, son of prerevolutionary nobility, who arrived in the United States in the early years of the Great Depression. His father had read the writings of Rousseau, including the passage in EMILE which advocated that all children of noble families be taught a trade so that they would be able to earn a living when the "inevitable revolution" destroyed the "great monarchies of Europe." The Russian noble had

taken this to heart and had his son trained in two trades, which the young immigrant felt would stand him in good stead when he arrived in depression-ridden Detroit. Unfortunately, his two trades were braiding riding quirts and engraving cavalry scimitars! How much better are you doing by your students?

Perhaps as important as the skills we teach in our career education programs are the attitudes. Are the values you are instilling in your students relevant to the world in which they will work and live? There is a very callous attitude in our society toward the preservation of our limited natural resources. We throw away and replace many items that can be repaired. I realize it may be cheaper to repair a TV set by putting in a new component than it is to readjust or repair the defective part, but how long can we foster such a disreagard for the future? What we teach must be relevant not only to the present, but it must have some regard for the future. If we do not, our children and our children's children may curse us for our lack of concern for a world as relevant to us today as it will be to them, for our relevance is that we are creating the problems and the shortages with which they will have to live.

It is not enough for the shop teacher or the business education teacher to say, "Let the social studies instructor teach about futuristics or ecology or pollution--I'm teaching students to make a living." The social studies teacher may have the insight and the knowledge to discuss with his students some of the problems which now exist, but he may not have the expert knowledge to be able to teach students what to do about the solution of the problems. When a secretarial student is permitted, even encouraged, to waste paper, for example, by cranking out excessively heavy over-runs of mimeographed materials, does the instructor realize that if she follows the same practice when she goes out on the job that she will not only be wasting her employer's money, she will

be contributing to the unnecessary destruction of our forests? When students in any program are allowed to let unneeded equipment run when it would be more economical of power to shut it down, does anybody consider the relevancy of power demands on the energy crisis?

You know your fields far better than I. You can come up with your illustrations of how your teaching should be relevant, not only to preparing students to make a worthwhile living but also to teach how to make living worthwhile.

When the Manoa faculty tried to institute a number of programs with "instant relevance," one which was started was the College of Survival Plus. Its name refers to the fact that survival may not be relevant to man's interests unless we can have a world in which it is possible to do more than simply survive. All of our courses should have something to contribute to making life worth survival. It is not enough simply to work for a living--there must be satisfaction to work, a satisfaction to living that makes survival worth the effort. Are your courses relevant to something more than survival? Do your students develop a pride in their career? Do they see their work in relation to the needs of society? Or only as a way to put bread on the table? Do they see their customers and clients as people to help? Or as suckers to exploit? In short, does your program have a relevance to humanity?

It may be, as our vocational-technical students become more aware of the fact that work will require less time in the future and that human relations and leisure will be more important, that they will be looking for new forms of relevancy, in addition to job preparation, from the career education programs. Will you be prepared for that challenge? Or will you be caught as far off-guard as were the humanities professors in the late 1960's when their students began to protest against the irrelevance--the inhumanity--of the humanities? The

technological and professional programs may not get off as easily next time as they did in the recent period of student activism.

There is still time--I hope--for us all to examine what and how we are teaching. To what do we assume our courses are relevant? Is there evidence that our assumptions have a basis in fact? Are our courses indeed relevant to what we think they are? Are our referents for relevance those which are the most significant? Are our criteria for relevancy clear to our students? Are our subject matter and our teaching methods relevant to our purposes and our goals? Have we allowed the students and the community to participate in planning our courses and programs? Alone, they may not be able to determine what is relevant--but then, alone, neither can we. Have we made an effort to consider relevancy of our courses to the long-range future as well as to the present and the immediate future?

Discussions of the relevancy of education can be worthwhile but only if we make clear to ourselves, our students, and the community exactly what are the referents by which we believe relevance should be measured, and that we permit the students and the community as well as ourselves to question the relevance of those referents as well as of the courses and programs we teach. But when they--or we--question the relevance of our referents, the critics must be specific about their own referents for relevancy. Only with a continuing exchange of views among many parties, each speaking specifically and not just in generalities, can we expect to develop effective curricula in vocational-technical education--or, for that matter, in any program at any level of education.

THE NEED FOR VOCATIONAL COUNSELING

Richard A. White
Chairman, Career Education Department
The Kamehameha Schools

We would like our session to be rather informal this morning, and hope to elicit some responses and some ideas from you. Probably none of you would be here if you did not feel that there was a great need for better vocational or career counseling, so we don't have to establish a need. Counseling needs to be done with school boards and school administrators, who do not give vocational/career programs a high enough priority so that necessary equipment supplies and teachers are available. Counseling needs to be done with parents and (some) counselors, who are still laboring under the mis-conception that attendance at a four-year college is the only road to salvation (as well as reflected prestige, pride, etc.). And, of course, counseling needs to be done with the young people who are our direct concern. (Most of these remarks will be directed to personnel working in educational settings, because that is where I have had the experience.)

There are probably fifty factors that I could list quickly as reasons that young people do not receive the kinds of career counseling that they need, and you could add more. Some of them are:

(1) constant conflict in our society among adolescents who are still kept financially dependent on the parents for an extended period of time, while psychologically and physiologically they want to be independent -- and are capable of handling many of the funtions of the adult.

(2) ignorance about or misuse of testing and interest inventory instruments, to the extent that students have difficulty obtaining any

measurable and helpful information about their abilities and interests, and how these might coincide with certain career fields (or occupational clusters)

(3) tendency of the professional fields to provide more speakers, literature, and other resources, to the extent that students have (again) reinforced for them that the occupations in which eighty percent of the population are engaged do not have much value to the adult world

(4) a continuing sexual bias among many people (parents, students, employers, counselors, teachers) that subtly or deliberately discourages both young men and women from considering occupations that would meet their needs, but which do not fit someone's stereotype for that sex

(5) the fact that counselors and teachers are among those who value a college education because they have enjoyed formal schooling and received some positive feedback from it, so tend to recommend it for all students that they think could "make" it, whether such schooling fits in with the student's plans or not (I call this "college comfort")

(6) the crazy, mixed-up, polluted, somewhat corrupt world around us, that causes many of the more sensitive young people to say "To hell with it," and retreat to a commune, volunteer service projects, or other activities through which they hope to find some peace and to demonstrate their lack of respect for the material world around them (although the pendulum seems to be swinging back a bit toward this crass materialism), OR even those who want to plunge into the competitive market-place but want to select fields in which there are some employment possibilities are totally confused in trying to figure out the job market two-three-four years hence (aren't we all just as confused?)

(7) lack of time on the part of counselors (one per 500 students, and non-guidance duties piled on) and other personnel to whom young

people might go for advice and counsel

(8) sloppy research or follow-up work, so that most schools who attempt any kind of ongoing contact with their students and former students may get a commitment to a vocational direction from a student if he thinks he is expected to say something (while still a senior or within a year of graduation), but school people don't have the time to continue the studies for subsequent years in a thorough enough manner to find out what kinds of work that the students actually do

(9) tendency in too many high schools that have vocational education programs to assume that only those with low academic potential would prefer to take vocational programs rather than humanities or social sciences, and/or that it is automatic that a kid with poor grades in English is going to love to work with a wrench or a typewriter

(10) our inability to get at the real sources of influence on our students -- i.e., usually not working effectively with peer pressures, being unaware of the socio-economic level and dreams of the parents, etc.

(11) the constant dilemma of counselors as to whether they should specialize in some area (such as vocational counseling) and risk not being able to help a counselee with the totality of his concerns, or to be a generalist, and never have enough information in any specific area

(12) the trouble that many people (professional educators and parents) seem to have in accepting the fact that most four-year colleges today are hungry for students(speaking primarily, but not exclusively, about private colleges) and do not require some long, impressive list of "academic solid" courses from a student to allow him admission to the school (such ideas are throwbacks to the era when the "Carnegie unit" was strong)

"All right, wise guy", you say, "what suggestions do you have for

improving the situation?" We should begin by deciding what we think career counseling is and should be. In the September 1973 issue of the Vocational Guidance Quarterly, Hoppock says that career counselors are trying to help people find work in which they can be reasonably useful, reasonably contented, self-supporting, and can find a suitable life-style. (He also says that counselors should be involved much more with placement, rather than thinking that their work is over with the developmental counseling process. I concur.) Are you satisfied with this summary of the career counselor's work? Do you think our clientele wants only to aspire to a "reasonably" satisfactory career?

There were some other articles in this same VGQ that pertain to what we're talking about. Holland, in his fifteen-year follow-up of Project Talent people, made these among other points:

(1) In 1960 the students showed much lack of realism in their career plans, particularly the disproportionate number who were planning on attendance at a four-year college, despite their apparent inability to do this work.

(2) By 1965, only 18.6% of the boys still planned to enter the careers that they had indicated as their preference when they were high school seniors in 1960.

(3) In studying a new group of boys still in high school in 1970, there was a definite increase in the realism of their career choices. (A sexual switch occurred in that in 1970, the girls were less realistic than the boys, which was the opposite of the finding in 1960).

(4) For eleventh grade boys (in 1970), there had been a shift away from interest in such occupations as accountant, engineer, physical scientist, armed forces officer, and farmer, and toward such careers as biological scientist, high school teacher, lawyer, political scientist, econo-

mist, social worker, psychologist, artist, entertainer, policeman, fireman, writer, skilled worker, and structural worker.

(5) For high school girls, the shift in vocational interests from 1960 to 1970 included less interest in nurse, secretary, office worker, typist, beautician, housewife, and more interest in biological scientist, teacher, lawyer, mathematician, political scientist, economist, social worker, psychologist, artist, entertainer, and writer. Holland also notes that cultural changes have allowed girls more career options, but that their career choice changes (apparently in their desire to show that they do not have to be limited) have often been made without an intensive study of the occupational requirements or an analysis of their own abilities.

(6) The high school students' scores on interest scales were fairly good predictors of the careers they were entering five years after graduation.

(7) Finally, in interviews with a representative sample of Talent participants, they were asked to evaluate the importance of various personal needs to their quality of life. Sixty percent of the group said that the following needs were very important to them:

(a) Health and personal safety

(b) relations with spouse

(c) occupational role

(d) having and raising children

(e) understanding and appreciating self as very important.

We need to remember constantly -- which is hardly a shocking idea to this group -- all the personal and social factors which are involved in a person's development of his set of values, goals, interests, and attitudes. As he/she becomes able to articulate what he/she wants to be as a human

being, the career choice is (or probably should be) refined to fields which are congruent with this life style.

With all this in mind, I would like to conclude what was intended to be a short paper by suggesting that we make good use of the resources at hand to help us achieve a higher level of effectiveness in career counseling. Know yourself and your own needs and values, so you are not imposing them upon your clients in a subtle but still emphatic way. Share ideas and information with your colleagues. Ask Dwayne and Myrtle Collins, and the others working on the career development program that is now in operation in several of the DOE schools, to visit with you and your staff and give you some ideas on what has worked for them. Try to get your hands on (when it's available) the excellent report done by Dr. Antoinette Ryan and her colleagues in Educational Research on a career development program K-12 that could be implemented (this may be coming out through the DOE's Task Force on Guidance). You will be hearing today about the Career Information Center. You know many other sources that could be shared.

Listed below are some of the activities in which we are engaging at our school. We don't even know if this is the right combination for us, much less for anyone else. We just know that, first, we had to provide more information and guidance in a format that would appeal to the students and be available at times that many of them could take advantage of it, and secondly, that our students respond much better to a speaker (with possible audio-visual aids) or a visitation experience, and are not too likely to read a great deal about an occupational field (at least until after they are hooked). I tend to agree with them that a lot of the printed material is dull, out-of-date, and often tends to promote the advantages of a certain occupation and doesn't provide honest information about possible disadvantages.

Our career development program includes:

(1) Vocationally-Oriented Work Study.

(2) Assistance with short-term job placement.

(3) Career Planning Conferences (primarily for seniors).

(4) Weekly speakers on campus in vocational clusters.

(5) A Career Club for those who wish to pursue other programs on campus (tied in with Boy Scout Explorer activities).

(6) Access to names of resource persons (many of whom will be from our own staff) who are willing to discuss their work with interested students.

(7) Several homeroom and assembly programs with a career and self-understanding emphasis.

(8) Students in Business and the Professions (in which students spend one or two days in a visitation with a host whose occupation/career is a strong interest of those students).

(9) Vocational Explorer organized by the Boy Scouts of America.

(10) Career Interest Inventory from ETS given to freshmen and tied in with the Differential Aptitude Test.

(11) Administration of (and later interpretation of) a vocational interest inventory to students who choose to participate.

THE DEPARTMENT OF EDUCATION'S LONG-RANGE
PLANS FOR VOCATIONAL-TECHNICAL EDUCATION

presented by

Barbara Nakagawa
Program Specialist
Department of Education

CURRENT AND PROJECTED NEEDS OF THE VOCATIONAL-TECHNICAL EDUCATION PROGRAM

Program	Current Program Size	Target Population Size	No. of Schools With Program	No. of Schools Waiting to Implement Programs
Pre-Industrial Program	1,039	3,443	13	22
Introduction to Vocations Program	12,772	33,377	11	24
Occupational Skills Program	1,941	590	14	21

PRE-INDUSTRIAL PREPARATION

9/1

▬ Programs Installed
X Waiting for Funding

	BUSINESS OCCUPATIONS				PERSONAL/PUBLIC SERVICE			HEALTH OCCUPATIONS			FOOD SERVICE	ELECTRICAL ELECTRONICS		CONSTRUCTION -CIVIL TECH.	MECHANICAL OCCUPATIONS		TECHNICAL GRAPHICS	
	OFFICE	DISTRIBUTIVE			PERSONAL SERVICE		PUBLIC SERVICE	M/D ASST.	NURSING	TECHNICIAN	FOOD SERVICE	ELECTRICAL	ELECTRONIC	BUILDING CONSTRUCTION	POWER/MECH.	METAL P/FAB	TECHNICAL GRAPHICS	
	OFF.	DIST.	AGRI. BUS.	ORN. HORT.	HOUSE KEEP	CHILD CARE	HUMAN SERV.	M/D ASST.	NURSES AIDE	TECH. AIDE	FOOD SERVICE	ELECTRICAL	ELECTRONIC	BUILDING CONST. TECH	POWER/AUTO	METAL TECH.	GRAPHIC ART	DRAFTING
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INTRODUC N TO VOCATIONS /73

On-Going Programs Installed or Encompassed Waiting for full Funding

	BUSINESS OCCUPATIONS				PERSONAL/PUBLIC SERVICE			HEALTH OCCUPATIONS			FOOD SERVICE	ELECTRICAL ELECTRONICS		CONSTRUCTION -CIVIL TECH.	MECHANICAL OCCUPATIONS		TECHNICAL GRAPHICS	
	OFFICE	DISTRIBUTIVE			PERSONAL SERVICE		PUBLIC SERVICE	M/D ASST.	NURSING	TECHNICIAN	FOOD SERVICE	ELECTRICAL	ELECTRONIC	BUILDING CONSTRUCTION	POWER/MECH.	P/FAB METAL	TECHNICAL GRAPHICS	
	OFF.	DIST.	AGRI. BUS.	ORN. HORT.	HOUSE KEEP	CHILD CARE	HUMAN SERV.	M/D ASST.	NURSES AIDE	TECH. AIDE	FOOD SERVICE	ELECTRICAL	ELECTRONIC	BUILDING CONST. TECH	POWER/AUTO	METAL TECH.	GRAPHIC ART	DRAFTING
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Roosevelt	▲												▬	▬	▬			□
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Kauai	▲		▲	▲														
Waimea	▬	▬	▬	▬										▬	□			

Programs Installed

OCCUPATIONAL SKILLS

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9/73

	BUSINESS OCCUPATIONS			PERSONAL/PUBLIC SERVICE				HEALTH OCCUPATIONS		FOOD SERVICE	ELECTRICAL ELECTRONICS	CONSTRUC. CIVIL TECH	MECHANICAL OCCUPATIONS		TECHNICAL OCCUPATIONS	
	OFFICE	DISTRIBUTIVE		PERSONAL		SERVICE	PUBLIC SERVICE	NURSING		FOOD SERV.	ELECTRICAL	BUILDING CONSTRUC.	POWER MECH.	METAL PROC.	GRAPHIC	DRAFTING
	Gen. Office	Gen. Dist.	Ground Maint.	Child Care	Home Serv.	Clothes Maint.	H/M House.	Nurse Aide	Technician	Supervised Food Serv.	Shop Maint.	Construc. Tender	Gen. Mech. Worker		Shop Bldg. Maint.	
HONOLULU DISTRICT																
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Olomana has programs now.

GUIDANCE CURRICULUM GUIDE: CAREER DEVELOPMENT INTERMEDIATE LEVEL

STATE OF HAWAII DEPARTMENT OF EDUCATION

Wah Jim Lee
Administrator, Student Affairs
State of Hawaii Department of Education

The Foundation Program for the Public Schools of Hawaii emphasizes the importance of the Guidance and Counseling Program as a basic component for meeting the unique needs of students. In its broad context, Guidance and Counseling include planned instruction, a broad array of sources of information, and a wide spectrum of services. The comprehensive nature of the Guidance and Counseling Program demands the involvement of the entire professional staff at the school level, professional counselors, teachers, and administrators; district support staff, including the recently-formed diagnostic teams; and the many other governmental and private resources.

This Curriculum Guide for Guidance is an attempt to provide a structure for a sequential instructional and information system in guidance. Upon implementation of these aspects of the guidance and counseling program, individualized attention can be given to each student in meeting his unique needs, relating the acquired knowledge to his particular problems and plans, as well as filling the gaps with additional supportive assistance.

A required semester's course in guidance, presently called "Career Development," is designated as an instructional offering at the intermediate level. Implementation of this course, beginning in 1972-73, will be dependent upon availability of funds.

This Career Development Curriculum Guide for intermediate grades provides guidance knowledge content in the areas of Self-Appraisal, Occupational Explorations, and Educational Planning.

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Research has shown that student maturation and development toward educational-vocational decision making, which does proceed in an orderly and somewhat predictable fashion, does not advance at the same rate for all students. Guidance is an area which blends well with the trend towards individualization of instruction.

A curriculum task force has taken major concepts in the three instructional areas and developed these into learning packets to meet the need for individualization of instruction. Each packet identifies a key idea to be learned along with a learning objective written in behavioral terms. Learning activities are suggested to the student for attainment of the objective. Each packet suggests a quest activity for students who may be motivated to study a topic in greater depth.

Although the students spend more than half of their time working on packets of their own choosing, of no less importance are the discussion activities. Outlines for discussion topics are provided in this guide to assist the teacher in this phase of classroom instruction. Suggestions for the conduct of small group discussions are found in the appendix section.

Any effort to individualize instruction calls for an instrument to diagnose and assess student achievement level and progress. For this purpose a pre and post course test was devised and made a part of the appendix section in this guide. The appendix also contains a form used by the students to chart their own progress in this class.

A copy of the guide may be ordered from Educational Resources Information Center (ERIC):

ERIC Document No.: ED 060 483
Microfiche copy (5): 65¢
Hard copy: $9.87

CAREER DEVELOPMENT PROJECT

State of Hawaii Department of Education

Abstract

A Conceptual Model for A Career Development Continuum, K-14, for Implementation in the Public Schools of Hawaii (including Production of Implementation Guides)

Need

The State of Hawaii lacks a statewide conceptual framework and implementing guidelines for a comprehensive program of vocational guidance and career development. Curriculum guidelines for career development have been developed for the upper elementary and intermediate grades. However, these guidelines need to be refocused in light of a defined guidance continuum which extends from K through 14. The lack of a comprehensive conceptual framework for grades K-14 has precluded the planned development of a program which integrates and combines elements of self-appraisal, self-understanding, adequate educational planning, academic preparation for work, attitudes toward work, and occupational information, and occupational exploration. The Hawaii Foundation Program for the public schools of Hawaii states that each school shall provide academic and occupational orientation activities. This ideal is not being realized in all schools. Present counseling services are constrained by lack of a comprehensive plan for career development, lack of supportive instructional programs in career development, and inadequate professional preparation and experience.

The Career Development Project has been designed to meet these needs, within the existing framework of the State educational system. The Career Development project is designed to provide a conceptual framework

and to produce implementing curriculum guides for career development programs, K-14, within the existing educational structure and organization in the State of Hawaii. The career development model will be designed for implementation with existing facilities, personnel, and budget. The model calls for realignment of existing resources to optimize guidance outcomes and meet defined needs.

Objectives

The purpose of the Career Development Project is two-fold: (1) to design a conceptual model for a career development continuum, K-14, and (2) to produce curriculum guides, K-12, implementing the conceptual model.

The basic purposes will be accomplished by achieving the following objectives:

Purpose 1: Design of conceptual model for a career development continuum

Objective 1. To assess present status and practices relating to career development and vocational guidance, K-14, in Hawaii public schools.

Objective 2. To review and study latest developments and trends in vocational guidance and determination of applicability of these elements to the Hawaii model.

Objective 3. Study of existing organizational structure for vocational guidance and related practices to determine appropriateness for inclusion in the Hawaii conceptual model.

Objective 4. Evaluation of the Foundation Program in terms of the approach to vocational guidance and career development.

Objective 5. Identification of elements and relationships which combine to create a career development, K-14, continuum.

Objective 6. Synthesis of elements into a statewide, systematic career development model.

Purpose 2: Production of implementation guides for career development, K-14

Objective 1. To identify existing curriculum guides and multi-media approaches to career development learning.

Objective 2. To relate existing guides to the conceptual model of career development.

Objective 3. To identify elements for delivery systems of career development at K-3, 4-6, 7-9, and 10-12 levels.

Objective 4. To synthesize prototype curriculum guides for career development, K-3, 4-6, 7-9, and 10-12.

Objective 5. To try out guides in selected situations.

Objective 6. To evaluate guides, prior to full scale implementation.

Purpose 3: Implementation of career development program

Objective 1. To train teachers, counselors, and administrators to implement the career development concept for all learners, K-14, in Hawaii.

Objective 2. To develop and test career development materials appropriate for the learners and compatible with the socio-economic-cultural setting in Hawaii.

Objective 3. To evaluate and revise the conceptual model of the Hawaii Career Development Continuum, K-14, and to evaluate and revise the curriculum guides.

Objective 4. To promote the diffusion of the product and the process through model implementation and personnel training.

Procedures

Objectives will be implemented in procedures carried out in three phases. In Phase 1 the conceptual model of career development will be developed. This will be accomplished through the following tasks: (1) survey of guidance programs and activities in Hawaii to identify existing career development and vocational guidance programs; (2) analysis of models designed for other states; (3) survey of hardware and software for career development programs; (4) analysis of organizational structure and evaluation of the Foundation Program for vocational guidance; (5) preparation of narrative and flowchart model synthesizing elements into a statewide, systematic career development continuum.

In Phase 2 the conceptual model will be implemented in guides for career development, K-14. This will be accomplished through the following tasks: (1) survey of existing guides and evaluation of multi-media approaches to career development; (2) comparison of existing situation with the conceptual model for career development and vocational guidance; (3) preparation of four guides, K-3, 4-6, 7-9, and 10-12; (4) use of the guides on trial basis in selected schools; and (5) analysis of feedback data from trial-use schools.

Phase 3 will accomplish three major goals: (1) training of personnel in use of systems approach to plan, implement, and evaluate delivery systems for career development for all learners, K-14, in Hawaii; (2) developing and testing of career development materials appropriate for the learners and compatible with the socio-economic-cultural setting in Hawaii; and (3) evaluating and revising of the conceptual model of the Hawaii Career Development Continuum, K-14, and evaluation and revision of the curriculum guides.

Significance

This project which is being conducted at a relatively modest cash outlay is designed to produce lasting and important results for the children of Hawaii. The project promises to produce a conceptual model, with implementing career development guides to insure continuing systematic planning, implementation, and evaluation of career development programs in the schools of Hawaii, K-14, within the existing financial and organizational framework of education.

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COUNSELING FOR DECISION-MAKING

T. Antoinette Ryan
Researcher Professor
Educational Research Development Center
University of Hawaii

Simulation Vocational Guidance Materials

The simulation game has proved an effective innovation for vocational guidance, and is particularly adapted for use with emerging adolescents. Simulation materials provide an artificially created real world environment in which an individual can try out various behaviors and observe the consequences attached to the different alternatives. In the Life Career Simulation Game, profiles are presented of fictitious individuals and the task is to make decisions for the profile person. Each profile includes a narrative and test scores to describe the individual. His abilities, interests, achievements, aptitudes, and family background are described in detail, together with information about his unique characteristics, physical condition, and other related factors. Information is made available about the environment, and provision is made for "chance happenings" which might have to be taken into account and perhaps involve redirecting the life of the profile individual. As students plan the lives of fictitious individuals much like themselves, feedback is given to indicate possible consequences of the decisions made for the profile person. When simulation materials are used as games, a competitive feature is introduced, as two or more teams compete for the "best" life plan for a particular profile person.

Several games covering various areas of guidance have been developed. These games have been field tested with different age groups in various

settings. In one game the situation involves conflict between a pre-adolescent and parents. The Life Career Game teaches the way in which life cycles are patterned. In this simulation game the students learn the kinds of career decisions that are made at various points during a lifetime, the way in which decisions are interrelated, the factors affecting success and satisfaction with education, occupation, marriage, and leisure. The simulation game involves the making of decisions about occupations, education, family life, and leisure time. The Life Career Game is designed to be played by any number of teams, each consisting of two to four players. Each team works with the profile of a fictitious person about the same age as the players. The game proceeds according to decision periods in a person's life. During each decision period, the players plan the activities that the profile person would engage in for a typical week, allocating time to school, study, job, family, and leisure. Most activities require investments of time, training, and money. Since a person cannot engage in all available activities, players must choose combinations of activities which hopefully would contribute most toward the person's satisfactions. During the playing of the life career game, students have an opportunity to practice filling out job applications, and learning about job requirements They learn about educational opportunities and some of the factors involved in making educational plans. In determining which team works up the best plan for the profile individual, scores are computed in four areas according to the decisions made: education, occupation, family, and leisure. This game has been used with college students, high school students, ninth graders, eighth grade under-achievers, and sixth graders.

Varenhorst (1969) describes the role of the counselor in using the career game with a group of 20 low ability ninth grade students in a

junior high school in Southern California. The students are sitting around in a circle discussing Laura, a fictitious student introduced to the group through the Life Career Game. The counselor acts as discussion leader, asking the group whether they think Laura would get much satisfaction from an education, if Laura would want to go to college after high school. The students do not think so. The counselor asks, "Why don't you think Laura is interested in an education?" One girl answered, "She takes the easy way out." Another said, "Laura faces problems from home and pressures from school. If she wouldn't give in to these pressures she would have something, wouldn't she?" The counselor follows through with this line of thinking, asking, "Why do you say that? What do you see in the Profile of Laura to make you say that?" The girl then is forced to consider what information she based her remarks on, concluding, "Because she takes the blame for what her brothers and sisters do. She does not stick up for herself."

From here the counselor leads the group into thinking about what may cause a person to lose faith in himself, and the group soon turns to talking about their own home lives, and relationships to parents and siblings. They talk about what is happening to them at school, how they feel about grades, and success in life. They examine experiences and events in their own lives affecting what they are doing and how they feel about themselves and one another.

Shirts (1966) reported using the Life Career Game with sixth graders, finding that the pupils participating in the game sessions were highly motivated and interested. This was almost to the point of being "too interested," as it seemed that the "game" feature and the pupil involvement in team competition overshadowed the guidance goal, that is, developing

vocational decision-making abilities. Ryan (1968) describes an experimental project involving use of reinforcement techniques and simulation materials for group counseling without the involvement of competition, and recommends this approach for junior high school level. The major difference between this non-competitive use of simulation and that found in the simulation games is in the emphasis placed on the primary guidance goal, such as developing student's vocational-decision making skills, rather than stressing the team competition. At the beginning of each group session the counselor points out that the purpose of planning the life of the fictitious person is to get practice and learn how to be effective in making decisions to plan one's own life, and at the end of each session the counselor again focuses on the immediate task at hand by getting a verbal commitment from group members to try out some of the ideas that were discussed as they were planning the life of their profile student. The session is focused on the student's needs, and the tendency to get carried away with the team spirit, which is particularly likely for the age level of emerging adolescents, is curtailed.

Implications for Guidance of Emerging Adolescents

In the years between ten and sixteen it is particularly crucial that decision-making skills be developed and self-direction be achieved. Simulation materials and simulation games hold advantages for achieving these guidance goals, as a vehicle is provided through which pupils can practice decision-making under rewarding conditions, yet not be subject to the hurts and penalties that often come from ill-founded decisions in real life. The anxiety associated with making choices and coping with approach-avoidance conflicts is held to tolerance level when the choice-making involves a fictitious person, as opposed to oneself. The simulated

situations allow emerging adolescents a chance to try out behaviors under real-life conditions and still not be subject to the constraints of the real world. Simulation techniques and games with simulated environments are innovations with particular advantages for use with emerging adolescents. Boocock (1967) points out that one of the difficulties of vocational counseling with this age group is that it is difficult for them to evaluate situtations that are unfamiliar and unimportant to them, hence are not able to make realistic career choices. Simulation offers one way of overcoming the discrepancy between youth and adult worlds.

At this age level, group activities are likely to be effective. Varenhorst (1969) points to the advantages of using the career game in group counseling: (1) Integration of the group is achieved through the profile student. (2) Resistance to involvement is lessened when the focus is on the profile student. (3) There is less chance for getting involved in inconsequentials and avoiding the problem at issue.

The role of the counselor is critical in using simulation materials. Ryan (1968) stresses the importance of counselor reinforcement during the group sessions, noting that it is the practice in sound decision-making under conditions of positive reinforcement that contributes toward the development of sound decision-making on the part of the students. In using simulation materials with emerging adolescents, the counselor should be alert to the responsibilities for careful cueing and planned reinforcement, if the potential of these innovations is to be realized.

COUNSELING AND GUIDANCE FOR CAREER DEVELOPMENT

Tim Gust
Associate Professor and Chairman
Department of Educational Psychology
University of Hawaii

> "A common purpose among all areas of public school education is the recognition that every student - exceptional, dropout, terminal, or college bound - must become an economically productive citizen. The one professional area that can bring into focus all the individual efforts of each educational speciality to teach this common purpose is counseling."
> J. W. Edgar, Commissioner of Education, Texas, 1971.

At a time when many within and without the counseling and guidance profession are questioning the role and function of counseling and guidance, this challenge may, indeed, be very welcome.

To reach the common purpose of economic productivity for all citizens, the counseling and guidance profession must demonstrate viability and flexibility through responding and adapting to this new challenge. This challenge was further exemplified when U.S. Commissioner of Education, Sidney P. Marland (1971), speaking at the Pennsylvania Personnel and Guidance Association conference, called upon guidance counselors to assume a far more demanding and complex role in the career education of all students. He defined career education as a structure wherein every young person, no matter where he or she would leave the system, would take from it a marketable job skill; a system which would routinely encourage the opt-out student back into the system at whatever point or age he wished to re-enter. Marland admonished counselors for accepting the notion that college education is the only ticket to social worth and economic success, and called, instead, for counselors to work closely with teachers,

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curriculum developers, industry and labor, and other professional people to integrate the work concept with academic subjects.

Yet, the challenge of responding to the vocational needs of young people is far from new for the field of counseling and guidance. This challenge is, in fact, at the very heart of the origins of our present counseling and guidance profession. Begun as a "vocational guidance movement" (Miller, 1964; Williamson, 1965), the originators were concerned with helping the individual student find his place in the working community. Compare, for example, the statement by Edgar, reported at the beginning of this article, with that made by Winslow in 1918:

> "At present there is a wide gulf between education and the practical affairs of life. Young people wander blindly about for several years after they leave school before they find out what they want to do. The result is confusion, discouragement and waste. I believe that children should learn about occupational opportunities and should discover their own abilities and interests while in school. The transition between education and employment should be a very gradual one. Consequently, guidance should be an integral part of the curriculum, program, and organization of the entire school system. It should begin with the study of individual differences and adjustments in the early grades, and should follow pupils after they leave school during the time they are blazing trails into employment and adult life." Superintendent Isaac O. Winslow, Providence, Rhode Island, 1918 (Miller 1964, p. 7).

There is clear similarity between the pressures for vocational guidance expressed during the beginning of the 20th-century, and the pressures for career education and career development cited in the beginning of the 1970's. However, for some people, it seems necessary to hide the name "vocational counseling and guidance," and subsitute, instead, "counseling and guidance for career development." The term "vocational" is no longer satisfactory or necessarily relevant in attempting to explain what is meant by an individual's development into a life of purposeful activity.

In a more positive vein, however, counseling and guidance for career development reflects an emphasis upon a more encompassing view.

Confusion in approach and method, plus disappointment in outcome, often accompanies those counselors and teachers who attach meaning to vocational counseling and guidance based on one or two narrow terms, rather than upon the broader based term of career development. Furthermore, the use of a variety of terms tends to "turn off" or confuse people trying to understand career development, since many of the terms are related but not synonymous. Following are some examples: vocation itself is a rather restrictive term for some who foresee an individual being pointed toward or actually finding that one vocation (job) which he will maintain throughout his working life; vocational education describes academic course-work or technical training preparatory to employment; occupational information is data concerning a family of occupations, a single occupation, a position, or job; job development, job finding, and job placement all describe activities related to a position or job in the work world. Taken separately, these terms fail to convey complete meaning for an individual. Carefully blended in the correct amounts, they can become the basis for a meaningful concept of career development.

The purpose of the remainder of this article is to identify the concepts which appear crucial in career development counseling and guidance, and to suggest how counseling and guidance programs in the schools can respond to our current national concern and appropriately incorporate these concepts into their planning.

Why Career Development?

On the one hand, "career" implies more than just a job--it implies a series of employment experiences over a lifetime. Current research indicates

that we can expect to hold approximately six jobs during a working career. Furthermore, career need not be restricted to describing only a job or position; it relates also to one's overall life, hopes and aspirations, life-style, and family structure.

The term "development," on the other hand, holds the key to the dynamic rather than static in this kind of counseling and guidance. Provision of occupational information, use of an interest inventory or job placement help are all rather terminal activities or static events unless connected in a meaningful dynamic manner. Career development is dynamic and encompassing since it has evolved from and is definitely a part of the discipline of developmental psychology or human development. Havighurst (1964) and Super (1953) are representative of the writers who have developed this idea most aptly. Havighurst (1964) describes an individual's vocational development as stages in a lifelong process. He identified the following stages and corresponding age levels (p. 216):

1. Identification with a worker - age 5 to 10
2. Acquiring the basic habits of industry - age 10 to 15
3. Acquiring identity as a worker in the occupational structure - age 15 to 25
4. Becoming a productive person - age 25 to 40
5. Maintaining a productive society - age 40 to 70
6. Contemplating a productive and responsible life - 70+

Super (1953) describes the developing and emerging self-concept as being composed of many self-concepts: concepts of family roles, responsibility to others, dependence versus independence, work roles--all bearing on the individual's future expression of self. Tiedman (1961) has analyzed vocational development in terms of the successive decisions faced by the individual in the process.

These examples illustrate career development as a continuum from birth to death. Throughout this continuum the individual is involved in

a dynamic development process. He is reaching, seeking, growing, choosing and verifying as he moves toward actualizing himself. He is engaged in a continuing process of making choices. This brings us back to one of the underlying bases of vocational counseling--that of facilitating decision-making in normal individuals through helping them learn appropriate problem identification, alternative seeking, plan-making, decision-making, and verifying behaviors.

To summarize at this point, career development is viewed as a dynamic developmental process encompassing an individual's journey from birth to death, and incorportating various narrow tasks such as occupational information-giving and placement counseling into an integrated decision-making model.

Planning for School Youth

Effective guidance programming involves consulting with parents, curriculum developers, and teachers toward implementing the teaching of decision-making behaviors through the curriculum. Secondly, it means developing learning experiences in accord with vocational developmental stages and the expectations of performance at each stage. Knowledge of the world of work, the concept of related families of jobs, the relation of a job in one family to a job in another family, the appropriateness of planned job changes, the role of the worker, the role of the non-worker--all these need to be included in a curriculum which attempts to expose the student to a full range of human life experiences.

Classroom or overall school procedure can be designed in such a way as to encourage pupils to make plans, make choices, evaluate effects of choices, revise plans, etc. These examples of training for competent decision-making have supplementary benefits of promoting independence

from total teacher domination and of encouraging interdependence with peers.

Although there are many possibilities for planning learning experiences, developing units on "The World of Work" and other practices such as holding "Career Days" are not the only ways to help students learn about the role of the worker and the work-world. It is possible, for example, for teachers of each content or subject area to incorporate into their curriculum, examples and ideas related to workers performing skills based upon the experiences of the class. Another type of related experience is the analysis of the work and life-style of one's parents. Even minimally creative teachers and counselors can develop many novel ways to provide experiences which aid the pupil in appraising the working world about him in a manner congruent with his perceptual framework and concept of himself.

Hansen (1970) describes the wide range of current practices and programs in career development utilized within schools and in coordinated school-community programs. Most were research and demonstration projects begun as a result of the impact of the Economic Opportunity Act, 1964, and the Vocational Education Amendments of 1963. They include school-wide developmental programs, programs within courses, multimedia techniques, and computer-assisted models.

The Developmental Career Guidance Project in Detroit is an example of a schoolwide comprehensive project. The specific objectives are: (1) to broaden the perceptual field of inter-city youth regarding occupations, (2) to help overcome the lack of planning for the future, and (3) to provide better role models. The kinds of activities carried on in the schools include: (1) individual and group counseling, (2) dissemination of educational and occupational information through individual classes and

special assemblies, (3) broadening of perceptions through weekly field trips and speakers invited to the school, (4) work with parents, both informational and advising, and (5) work with the community, particularly through close liaison with community agencies and neighborhood organizations. In addition to developing local job handbooks for students, one of the unique aspects of the whole project was the establishment of a simulated employment office called, the School Employment Security Commission (SESC), in an elementary school. Fourth--through sixth-graders, use the SESC to apply for various jobs in the school building including, Safety Squad, Service Squad, Boardwashers, Audio-Visual Aides, and Office Helpers. Wide-ranging experiences based upon a developmental model are exemplified by the Detroit program (Hansen, 1970, pp. 23-27).

In comparison with the school-wide approach, is the Introduction to Vocations Project organized as a part of the statewide educational and guidance program in New Jersey. Designed to help students gain in occupational awareness and to give them a better foundation for later career and educational choices, the emphasis has been on short-term manipulative, cycled exploratory experiences. Students are exposed to field trips, speakers, films, filmstrips and occupational literature on a particular occupational field, in a cycle which includes a flexible two- or three- week period of emphasis in the industrial arts, home economics, business education, and science. Another unique aspect is the opportunity for students to try out for two weeks in one of a number of large businesses (Hansen, 1970, pp. 41-42).

As a final example, Hansen (1970) describes multimedia techniques and computer-assisted approaches which incorporate information and activities into a system or package which utilizes our advanced technology to aid in

the presentation to students. These efforts have been stimulated by the realization that career guidance objectives are often not met because of two basic information-handling problems: (1) human fallibility in memorizing and recalling educational-vocational facts, and (2) the inability of the counselor and student to devote sufficient energy and time to perform the numerous information-processing tasks related to career information. Notable examples of responses to these concerns are the multi-media Vocational Information for Education and Work (VIEW) system in the Regional Career Information Center in San Diego; the computerized Educational and Career Exploration System developed at Columbia University in conjunction with SRA and IBM; and the computerized Infor-System for Vocational Decision (ISVD) developed at Harvard in cooperation with the Newton, Massachusetts, school system and the New England Educational Data System (NEEDS).

In considering these approaches to career development counseling and guidance, one of the many important aspects is the very active, preventative, planning approach in contrast to a passive, reactive counseling and guidance program that often misses those students who have not yet learned to take advantage of available services.

A Point-of-View and a Plan

No matter what package, program, or system is chosen, effective guidance programming is essential to the preventative career developmental model of counseling and guidance which has been suggested. However, direct infusion or other teaching-oriented attempts are not the processes suggested for most effective results. In fact, involvement-in-the-process is probably the most important product for the pupil. To be involved, however, implies responsibility on the part of students in their own planning and decision-making. Large group (approximately 35) student-

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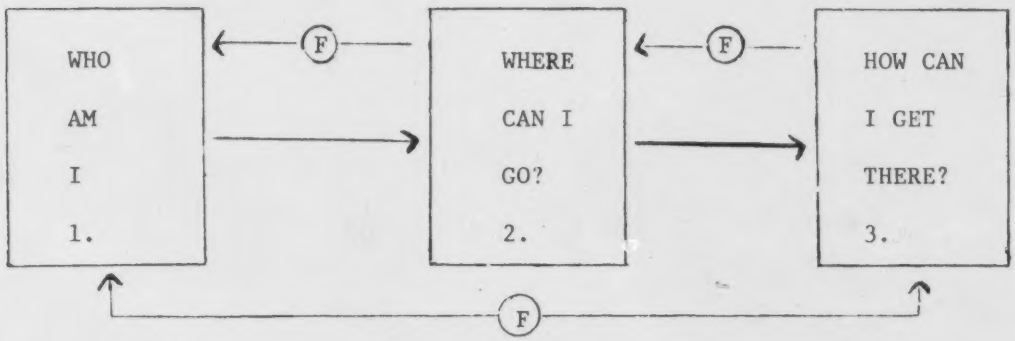
oriented discussion groups, along with opportunities for small group (approximately 8) and individual contacts with teachers and counselors are suggested formats for maximizing student involvement. Students should be free to call on various consultants (parents, other community representatives) who can aid them in focusing upon current and projected ideas and information related to their future in the working world. To help maintain a proper balance and perspective, an overall format and conceptual plan must be developed.



Each category in this very simplified system has both forward and feedback (F) arrows indicating the interdependence and dynamic nature of each unit. Although numbered in sequence from left to right, one can enter the system through any category, since at time of entry, for example, number 2 might be more relevant than number 3 to the individual or group. Each category can be viewed as a large group of work packages or tasks which, if successfully accomplished, will provide tentative answers to the question posed.

Category 1 permits a host of possibilities extending from a focus upon individual differences, abilities and interests, to an appraisal of family role, preferred life-style, dislikes as well as likes. Category 2 includes, in addition to identifying fantasies and personal expectations, a thorough study of one's phenomenal world as well as the world as seen

by others. Furthermore, an identification of various economic, social, and psychological factors surrounding the world of work and the worker are essential. Category 3 instructs the system-user to engage in plan-making. Active alternative-seeking, plan-development, plan-evaluation, tentative choice-making, and further planning are necessary to the individual's experiencing, as fully as possible, the affect involved in various decisions and alternatives. The system can be enlarged; sub-categories must be developed and detail added in order to make it operational.

But making it operational relates to the involvement process, previously mentioned. Using the system as a base, the curriculum developer, guidance counselor, and/or guidance teacher can plan to engage students in the process of their own career development planning. The age, experience, socioeconomic level or vocational maturity level of students will be some of the critical factors relating to method of system use and the individualizing of the process. Multi-media and computer-assisted techniques will serve to enhance and/or speed the movement of individual(s) through the system.

Inherent in this kind of system is the opportunity for evaluation. Incorporating the concepts of stages of vocational and career development in conjunction with concepts of vocational maturity (Crites, 1969), the system provides continuing opportunities to compare maturity level of system use with that expected by either counseling and guidance personnel or the student himself.

Conclusion

The career development system exemplifies the intent of this brief look at counseling and guidance for career development. As with any meaningful learning experience, it cannot be routine and impersonal. If it become nothing but a group of workbook exercises through which students

are prodded by an uninterested teacher or paraprofessional then it has been killed. All counseling and guidance, if meaningful, is alive, real, and personal. It is a process involving the individual or group--not an experience to which they are subjected.

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THE CAREER INFORMATION CENTER

Sharen Wago
Director

I'm Sharen Wago. I've had the good fortune of being appointed Director of the Career Information Center--formerly known as the Occupational Information and Guidance Service Center.

The Career Information Center is a supportive agency for you. We will disseminate information to assist you in career counseling, guidance and instruction. We don't catch passes and make touchdowns but we do help you win ballgames. We don't call the plays--we help you run them. We will help your students. And we can do this in three ways.

First, we can provide you with mini-grants to assist you in problem-solving or project implementation. We have funds to help you with experimental programs or with career materials you might like to test. We'd be delighted to consider any of your pet projects related to career education. Just submit your project proposals to me at 707-A Waiakamilo Road. Our steering committee will review it and notify you. We'll send you a copy of the guidelines for writing your proposals if you'll just give us a call at 841-4555.

Next, we can hold in-service workshops to provide you with current occupational information and to review new and innovative materials. We will supply you with information about brochures, pamphlets, films, slide presentations and other materials which will help you help your students.

Finally, we can help you by accomplishing such things as the following: 1) updating and expanding the Occupational Resource Manual, which is a summary of jobs available in Hawaii, 2) surveying the needs and wants of students, parents, and the community to help you serve them in the best

possible way, 3) compiling a directory of occupational opportunities speakers available to student groups, 4) organizing career days in the schools and through the youth directors at the YMCA's, 5) planning career exhibits for display in public and school libraries.

We have many more plans and projects for the school year. Please use us--that's what we're here for--as a service to you. Our success depends on you. Help us to help you help your students.

I will be calling on the schools personally and look forward to meeting you. I'm delighted that we'll be working together and I'm eager to get started. Please don't hesitate to call on me.

See you soon!

FACT SHEET ON BASIC EDUCATIONAL OPPORTUNITY GRANTS

presented by

Mr. Wah Jim Lee
Administrator, Student Affairs
State of Hawaii Department of Education

Program Description

The Basic Educational Opportunity Grant Program is a new program of student financial aid which was authorized by Title I of the Education Amendments of 1972. This program provides for grants of $1400 less the expected family contribution for all eligible students to assist them in meeting educational costs.

For the initial year of the program operation (academic year 1973-74), an eligible student must be beginning his postsecondary education after July 1, 1973. However, a student enrolled in a remedial or preparatory program (whether or not for credit) in an institution of higher education prior to July 1, 1973, will still be eligible. He also must have been accepted for enrollment in, or be in good standing at, an eligible institution of higher education, which includes colleges, universities, vocational-technical schools, and hospital schools of nursing; and, he must be enrolled as a full-time student in an undergraduate course of study.

The law also specifies certain limitations on the amount that any student may receive under this program. If the appropriation is sufficient to meet the total demand for Basic Grants, no award can exceed one-half of the cost of attendance. If the appropriation is not sufficient to meet the total demand, the law specifies how each award is to be reduced.

The first level of reductions reduces each award in the following manner:

Awards of between $1400-$1000 are reduced by 25%
Awards of between $1000-$800 are reduced by 30%
Awards of between $800-$600 are reduced by 35%
Awards of less than $600 are reduced by 50%

If the appropriation is not sufficient to pay all awards at this reduced level, all awards are further reduced on a pro rata basis. In addition, if any reduction language is applied, the limitations on the maximum award change.

When the appropriation is sufficient to meet 75% to 99% of the total demand, no award can exceed 60% of need (the difference between family contribution and cost of attendance). Should the appropriation fall below the 75% point, no award can exceed 50% of need.

In the first year of operation, the appropriation of $122.1 million provided for a maximum award of $452 and an average award of $260.

The most significant difference between the Basic Grant Program and existing Federal student aid programs is the concept of entitlement. In the past, a student's ability to receive assistance was dependent on many factors beyond his control. The existing Federal student aid programs have statuatory State Allotment Formulae which divide the total funds available among the States. Once the amount of funds available in each State is known, these funds are then distributed to each institution within a State on the basis of the approved requests of the schools. Therefore, a student who is in need of assistance must depend on the availability of funds within his State and the ability of his school to accurately project the need of such funds.

Under the Basic Grant Program, the student can be assured that his award will be available to him without regard to the eligible school he is attending.

Award Process

Presented below is an outline of the sequence, involved in the making of awards for the 1973-74 academic year:

1. A student completes an Application for Determination of Family Contribution form which collects only that data necessary for the calculation of Expected Family Contribution. These forms are available at institutions of postsecondary education, high schools, post offices, County Extension Agents, State Employment Offices, and other locations easily accessible to students.
2. Once the student completes the form, he submits it to a specified agency* contracting with the Office of Education to calculate the family contribution. This contractor does not exercise any discretion in the examination of the student-provided data but simply makes the mechanical calculation based on the formula specified in the Regulations for the Determination of Expected Family Contribution.
3. The contractor then returns to the student a Family Contribution Analysis Report, which notifies him of his expected family contribution. This document is then submitted to the institution(s) of the student's choice.
4. The Office of Education provides each eligible school with the criteria for determining student costs for Basic Grant purposes and a payment schedule which reflects the appropriate reduction language specified in the law.
5. The school is then able to notify the student of the amount of his Basic Grant as well as develop the remainder of his financial aid package.

*Address: Basic Grants, Box G, Iowa City, Iowa 52240

6. At the time that the student enrolls in the institution, the school bills the Office of Education through the NIH payment system for the Basic Grant awards made to students.
7. These awards are distributed through the institutions, which will be acting as disbursing agents.

Future Plans

At present we are developing a list of institutions which are eligible to participate in the Basic Grants Program. We hope to distribute the list to institutions of higher education and Student Special Services Programs sometime in the late Fall so that students can determine whether the school they plan to attend is eligible to participate in the Basic Grants Program.

In February or March 1974, we hope to distribute the application forms to locations easily accessible to students, such as, high schools, institutions of higher education, Talent Search Agencies and Upward Bound Programs.

In February or March of 1974, workshops will be conducted around the country on the Basic Grant Program. Participants in these workshops will include high school guidance counselors, financial aid officers, and others who are interested in the Program. At that time specific information on the operation of the Program for the 1974-75 academic year will be available. Interested persons will be notified when these workshops are scheduled.

COMBINING THEORY WITH WORK EXPERIENCE THROUGH APPRENTICESHIP

Alan Yonan
Assistant Dean of Instruction
Honolulu Community College

OUTLINE OF PRESENTATION

INTRODUCTION

I. Apprenticeship Training is one of the most meaningful educational programs in which the University of Hawaii system is involved. It is one of the best investments of the taxpayer's educational dollar.

II. Apprenticeship is an educational program which involves the combining of "on-the-job training" or "work experience" with "related classroom instruction" or "theory" into a thoroughly structured and coordinated vocational learning experience.

    A. Many of the programs require more effort to complete than a number of college degree programs.

    B. Journeyman status is the trade's diploma.

III. My purpose is to provide an insight into how apprenticeship training in Hawaii works.

    A. The responsibilities of the agencies involved

    B. The operation of the program

BODY

I. Two State and two trade agencies are involved

    A. State Agencies are:

        1. State Department of Labor--Apprenticeship Division

            a. Maintains all apprentice records

            b. Supervises coordination of apprenticeship training

2. Community College System--primarily Honolulu Community College on Oahu

Provides related classroom instruction

1). Curriculum

2). Instructors

3). Classrooms

B. The two trade agencies are:

1. Labor

a. Provides the manpower

b. Maintains day-to-day operation of the program

1). Coordination with Honolulu Community College

2). Coordination with contractors

2. Management

a. Advises all parties of job needs

b. Participates in decisions affecting the program

II. All agencies (the two State and the two trade) work together in presenting apprenticeship training.

A. The two trade agencies (labor and management) conduct business through two organized bodies.

1. Joint Apprenticeship Training Committee

a. Determines the length and nature of the program rules and regulations

b. Assists in developing and/or advises in all matters of training

1). Related instruction curriculum

2). OJT phase (work process)

3). Participation in the recruiting of related instruction faculty

c. Reviews the progress of each student in the program

2. Board of Trustees controls all trade training funds

a. Approves all programs

b. Appoints the trade training coordinators

1). The training coordinators coordinate related classroom work with the OJT

2). They work with Honolulu Community College training coordinators in all matters concerning the classroom instruction.

B. The two state agencies' functions are not as closely meshed as those of the trade agencies

1. The State Apprenticeship Office is concerned mainly with:

a. Recordkeeping and distribution of appropriate reports

b. Overall coordination

2. The Community College (HCC), according to law, provides all related classroom instruction

a. Honolulu Community College participates in curriculum development

1). Depends on trades to define needs (the only University program where the student works for "someone else's diploma")

2). Honolulu Community College training coordinators work with trade coordinators

b. Honolulu Community College contracts for all instructors

c. Honolulu Community College arranges for all classroom facilities

1). rooms

2). visual materials

APPRENTICESHIP PROGRAMS AT HONOLULU COMMUNITY COLLEGE

presented by

Alan Yonan
Assistant Dean of Instruction
Honolulu Community College

Apprenticeship Coordinator: Kazukiyo Kuboyama

Bricklayer Mason	Related:	3 Years 288 Hours
	Work:	3 Years 6000 Hours
Carpentry	Related:	4 Years 576 Hours
	Work:	4 Years 8000 Hours
Electricity	Related:	4 Years 576 Hours
	Work:	4 Years 8000 Hours
Floor Layer	Related:	1½ Years 216 Hours
	Work:	3 Years 6000 Hours
Millman Woodworking	Related:	4 Years 504 Hours
	Work:	4 Years 8000 Hours
Painting	Related:	3 Years 288 Hours
	Work:	3 Years 6000 Hours
Plant Assembler	Related:	2 Years 288 Hours
	Work:	2 Years 4000 Hours

Apprenticeship Coordinator: Tadao Miyazaki

Auto Body& Fender Repair	Related:	2 Years 288 Hours
	Work:	4 Years 8000 Hours
Auto Mechanic	Related:	4 Years 576 Hours
	Work:	4 Years 8000 Hours
Ironworkers (Fabricators)	Related:	3 Years 432 Hours
	Work:	3 Years 6000 Hours
Ironworkers (Structural)	Related:	3 Years 432 Hours
	Work:	3 Years 6000 Hours
Machine Shop	Related:	4 Years 576 Hours
	Work:	4 Years 8000 Hours
Operating Engineers	Related:	3 Years 432 Hours
	Work:	3 Years 6000 Hours
Reinforcing Steel	Related:	2 Years 144 Hours
	Work:	2 Years 5000 Hours
Reinforcing Steel - Detailer	Related:	3 Years 432 Hours
	Work:	3 Years 6000 Hours
Sheet Metal	Related:	10 Semesters 800 Hours
	Work:	5 Years 10,000 Hours

Sheet Metal - Detailer	Related:	3 Years 432 Hours
	Work:	3 Years 6000 Hours

Apprenticeship Coordinator: Orville Mun

Asbestos Workers	Related:	3 Years 432 Hours
	Work:	3 Years 6000 Hours
Cement Finishers	Related:	2 Years 144 Hours
	Work:	2 Years 4000 Hours
Drywall	Related:	1½ Years 216 Hours
	Work:	2 Years 4000 Hours
Glaziers	Related:	3 Years 432 Hours
	Work:	4 Years 8000 Hours
Lathers	Related:	3 Years 432 Hours
	Work:	3 Years 6000 Hours
Pipefitters	Related:	10 Semesters 800 Hours
	Work:	5 Years 10,000 Hours
Plasterers	Related:	2 Years 288 Hours
	Work:	4 Years 8000 Hours

Plumbing	Related:	10 Semesters 800 Hours
	Work:	5 Years 10,000 Hours
Refrigeration & Air Conditioning	Related:	10 Semesters 800 Hours
	Work:	5 Years 10,000 Hours
Roofer	Related:	2 Years 288 Hours
	Work:	2 Years 4000 Hours
Tapers	Related:	1 Semester 40 Hours
	Work:	1 Year 2000 Hours

APPRENTICESHIP PROGRAMS AT HAWAII COMMUNITY COLLEGE

presented by

Tsutomu Ikeda
Apprenticeship Coordinator
Hawaii Community College

APPRENTICESHIP PROGRAMS			Apprentices at Hawaii Community College
Drywall	Related:	1½ Years 216 Hours	5
	Work:	2 Years 4000 Hours	
Bricklayer Mason	Related:	3 Years 288 Hours	19
	Work:	3 Years 6000 Hours	
Carpentry	Related:	4 Years 576 Hours	116
	Work:	4 Years 8000 Hours	
Electricity	Related:	4 Years 576 Hours	38
	Work:	4 Years 8000 Hours	
Floor Layer	Related:	1½ Years 216 Hours	2
	Work:	3 Years 6000 Hours	
Painting	Related:	3 Years 288 Hours	14
	Work:	3 Years 6000 Hours	
Plumbing	Related:	10 Semesters 800 Hours	48
	Work:	5 Years 10,000 Hours	

APPRENTICESHIP PROGRAMS			Apprentices at Hawaii Community College
Refrigeration & Air Conditioning	Related:	10 Semesters 800 Hours	2
	Work:	5 Years 10,000 Hours	
Auto Body & Fender Repair	Related:	2 Years 288 Hours	1
	Work:	4 Years 8000 Hours	
Auto Mechanic	Related:	4 Years 576 Hours	2
	Work:	4 Years 8000 Hours	
Machine Shop	Related:	4 Years 576 Hours	1
	Work:	4 Years 8000 Hours	
Operating Engineers	Related:	3 Years 432 Hours	23
	Work:	3 Years 6000 Hours	
Sheet Metal	Related:	10 Semesters 800 Hours	13
	Work:	5 Years 10,000 Hours	

WORK PROCESSES FOR CARPENTERS	APPROXIMATE HOURS
1. Foundation Layout - Measuring, staking, preliminary excavation for footings.	300
2. Wall, column and stair construction	600
3. Rough framing - Floor, wall, roof, stair, and similar rough framing.	1550
4. Outside Finishing - Application of cornice, frieze board and wall trim, setting of door and window frames, trim, roof covering, and other outside finishing work.	1550
5. Inside Finishing - Application of door and window trim, fitting and sanding of floors and windows, installation of baseboards, construction and setting cases and cabinets, wardrobes, stairwork, ceiling, partitions, and other inside trim and finishing.	1750
6. Woodworking machinery - Operation of circular saw, jointer, skillsaw and other power tools commonly used in the trade.	400
7. Hardware fitting - Application of hardware to exterior, doors, windows, and other similar fittings.	550
8. Drywall installation application of drywall.	200
9. General - To include sharpening and fitting of hand tools, scaffolding, building and removal of temporary job site structures, lumber salvage, and other related work customarily performed by carpenters which cannot be identified with any of the work processes 1 through 8.	1100
Total:	8000

Apprentice's Wages

a. The apprentice's wage scale shall be as follows:

Hours	Percentage of Journeyman's Rate
1 - 1000	60
1001 - 2000	65
2001 - 3000	70
3001 - 4000	75
4001 - 5000	80
5001 - 6000	85
6001 - 7000	90
7001 - 8000	95

WORK PROCESSES FOR ELECTRICIANS	APPROXIMATE HOURS
1. Residential: To include Service, branch distribution and signal work, and all other work covering a complete residential electrical installation.	2,000
2. Commercial: To include conduit installation, metal molding, cables, panelboards and all other work covering a complete commercial electrical installation.	3,500
3. Industrial: To include Substation, switchboard, bus duct, cable splicing, automatic controls and all other work covering a complete industrial installation.	1,500
4. Specialized Work: To include temperature and refrigeration controls, fabrication, assembly and wiring of custom job fixtures for specialized lighting jobs, neon sign work.	500
5. General: To include motor, generator and appliance repair, store and stockroom experience and other work customarily performed by electricians, but which cannot be identified with Work Processes 1 through 4. NOTE: Pole and line work when required should be charged to the work processes identified with the job.	500
Total:	8,000

Period	Hours	Percentage of Journeyman's Rate
First	0 - 1000	55
Second	1001 - 2000	60
Third	2001 - 3000	65
Fourth	3001 - 4000	70
Fifth	4001 - 5000	75
Sixth	5001 - 6000	80
Seventh	6001 - 7000	85
Eighth	7001 - 8000	90

SUBJECTS COVERED IN NIGHT SCHOOL FOR CARPENTERS

1.	Hand/Power Tools	80 Hours
2.	Carpentery Trade Math	80 Hours
3.	Mechanical Dwg, Drafting, Basic Blueprint Reading	80 Hours
4.	Concrete and Layout	80 Hours
5.	Welding -40 Hrs.) Concrete/Bridge Construction -40 Hrs.)	80 Hours
6.	Cottage Building-Roof Framing	80 Hours
7.	Cottage Building-Finish Work	80 Hours
8.	Advance Blueprint Reading and Estimating	80 Hours
	4 Year Program Total	640 Hours
	At Least 90% of Hours	576 Hours

SUBJECTS COVERED IN NIGHT SCHOOL FOR PLUMBERS

Section A - Accident Prevention and Fundamentals of Rigging	80 Hours
Section B - Related Mathematics	80 Hours
Section C - Drawing Interpretation and Plan Reading	80 Hours
Section D - Advanced Plan Reading and Related Drawing	80 Hours
Section E - Related Science & Mechanics	80 Hours
Section F - Code Interpretation & Application	80 Hours
Section G - Water Supply	80 Hours
Section H - Drainage	80 Hours
Section I - Plumbing Fixtures and Appliances	80 Hours
Section J - Gas Installations	80 Hours
5 Year Program Total	800 Hours
At Least 90% of Hours	720 Hours

Bibliographical Note:

Apprenticeship Law. State of Hawaii, Apprenticeship Division, Department of Labor and Industrial Relations, June 1, 1967.

Your Future Through Apprenticeship. State of Hawaii, Apprenticeship Division, Department of Labor and Industrial Relations.

ORIENTATION TO ERIC

presented by

Lawrence F. H. Zane
Associate Professor, Trades
and Industry & Technical
Education

ERIC is an acronym for the Educational Resources Information Center - - - a nationwide system established to facilitate and coordinate storage and retrieval efforts in all areas of educational research and study. It serves two purposes, (1) to inform the total educational community of what is taking place and (2) to make it simple and easy for anyone in the total education community to obtain a speech, article, curriculum course outline, or program cited in ERIC.

In Spring, 1968, the Hawaii Research Coordinating Unit (RCU) conducted six ERIC workshops for community college faculty on all islands. These proved successful according to participant reactions but did not make sufficient impact in the State of Hawaii. Members of the advisory committee to the Education Professions Development Act Part F Section 554 recommended that five workshops should be conducted to orient faculty from the Hawaii State Department of Education and the Hawaii Community College System during the 1973-74 academic year. This report then is a brief summary of information presented during those workshops.

ERIC was activated by the U.S. Office of Education in 1964 and became operational in 1965. It was established to fill what was recognized as a serious gap in the flow of information from one institution or part of the educational community to others. The Office of Education moved into the field of information retrieval when it realized that the tens of millions of dollars invested in educational research in previous years

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made little impact on practices in schools and colleges, in classrooms, and in laboratories. The uncollated and unscreened research and development findings and undisseminated reports of procedural successes and failures naturally had no effect on decisions made by educational institutions, administrators, or trustees. Furthermore, most school people had no time to fish out the answers from the flood of literature engulfing education.

Today the ERIC Collection has over 70,000 titles and over 100,000 microfiche film (M/F) in the space of a small office. The information contained therein is immediately available for course planning, lesson planning, preparing community surveys, etc. A sample of vocational-technical education documents related to Hawaii is listed in Enclosure 1.

Just how the system works is explained with Figure 1, "Flow Chart: Steps in ERIC Storage and Retrieval System." Materials must first be submitted to ERIC (Submission).. The ultimate value of the service is measured by the degree to which users anywhere in the country can count on ERIC to inform them of the most important developments in any area of vocational education, regardless of the place where the new developments first occurred.

The reader can assist by:

(1) Keeping the director of any clearinghouse informed of any new project or programs that relate to a particular area of research and development.

(2) Sending two copies of every document, report, or other document to the director.

e.g. Bibliographies
Chapters of books
Speeches

Curriculum guides
Research reviews
Course outlines
Subject or position papers
Survey reports
Graduate studies
Conference proceedings
Instructional materials

Once received by a clearinghouse (Acquisition) the documents are reviewed by specialists. There are 16 clearinghouses scattered throughout the U.S. and located where: (1) well-developed collections of educational materials already exist; (2) specialization in a particular area of education is the focus; (3) demonstrated competence in documentation methods and procedures is available; and (4) facilites are available for processing and handling. Enclosure 2 contains a list of clearinghouses and their scopes so that the reader can write and request to be placed on their mailing list. Important clearinghouses for vocational-technical education include:

(1) Clearinghouse for Junior Colleges
University of California
96 Powell Library Bldg.
Los Angeles, CA 90024

(2) Clearinghouse on Career Education
Northern Illinois University
204 Gurler School
De Kalle, IL 60115

The Clearinghouse then abstracts the documents (Abstraction) for publication in Research in Education (RIE) a monthly publication. Approximately 2 of 5 documents submitted are accepted for the system. A document to be entered into the master system is indexed (Central ERIC) and both the abstract and index terms are combined on an ERIC resume form which becomes the key description of the documents.

These resumes are reported (Publication) in a monthly abstract

journal titled Research in Education. RIE also includes a section on newly funded vocational education research projects supported by the U.S. Office of Education - - indexed by subject, author, or investigator and institution. Each year a semi-annual and an annual cumulative index for RIE is also available.

ERIC Document Reproduction Service (EDRS) currently operated by Leasco Information Products, Inc. stores and disseminates the completed document referred to as paper copy (PC) or Microfiche Film (Requisition). Costs are minimal (see On Demand Order Blank); however vocational-technical instructors may order M/F locally following procedures explained in handouts appended. A single 4" x 6" Microfiche film may contain up to 70 pages. M/F requires a microfiche reader which enlarges the image to normal page size. These readers are available in various sizes and prices - from a small hand reader for reading only, to more elaborate reader - printers that produce copies at a push of a button. A "List of Local Firms Dealing in Microfiche Readers and Printers" was prepared for distribution. Machines are locally available that will even duplicate a M/F for distribution to faculty.

The ERIC system is only one of the resources available to educators; there are many other resources that they can effectively utilize.

HAWAII
SAMPLE LIST OF VOCATIONAL EDUCATION
DOCUMENTS IN ERIC

ED. No.	Title	Author
1. ED 002932	A Study of Values as Determinants of Educational-Vocational Choices in Hawaii.	Dole, Arthur A.; and others
2. ED 022451	Study of Frequency of Errors and Areas of Weaknesses in Business Communications Classes at Kapiolani Community College.	Uehara, Soichi
3. ED 031202	A Study of Academic Achievements of F-1 Classed Aliens and Other Nonimmigrant Temporary Students at Kapiolani Community College.	Uehara, Soichi
4. ED 037192	Using Tours Plus "Tutor Tapes" to Teach Humanities in Honolulu's Inner City.	Cox, Clarice Robinson
5. ED 003350	Followup Studies of the Determinants of Educational-Vocational Choices.	Dole, Arthur A.
6. ED 022473	Evaluation of English Course Placement for the 1967-68 School Year.	Maier, R.O.
7. ED 037732	Language and Dialect in Hawaii, A Sociolinguistic History to 1935.	Reinecke, John E.
8. ED 045838	Hawaii Vocational Education Research Coordinating Unit: June 1, 1966 to August 31, 1969. Final Report.	Lynn, David R.
9. ED 081416	Institute for Advanced Study in Vocational-Technical Education: Collaborative Roles and Functions of Occupational Education Programs (Honolulu, Hawaii, October 1972-June 1973). Final Report.	Zane, Lawrence F.H., Ed.

	Ed. No.	Title	Author
10.	ED 018215	A State Master Plan for Vocational Education.	Ruhig, Theodore F.; and others
11.	ED 038921	Academic Development Plan II for the University of Hawaii.	
12.	ED 023793	Curriculum Development for Hawaii's Colleges with Emphasis on Occupational Education.	Harris, Norman C.
13.	ED 024781	Education in a Changing World of Work in a Democratic Society. Report No. 3, 1966.	Edlin, Dorothy L. Moore
14.	ED 040646	Prospectus for the Seventies.	Cleveland, Harlan
15.	ED 065120	Hawaii State Senior Center: Second Annual Report, July 1, 1970-June 30, 1971.	
16.	ED 025097	Long Range Development Plan for Leeward Oahu Community College, Oahu, State of Hawaii.	
17.	ED 012601	Feasibility of Community Colleges in Hawaii.	Kosaki, Richard H.
18.	ED 021553	Analysis of SCAT V and Q %ile Scores Made by Maui Community College Students Enrolled in Fall Semester 1967.	Maier, R.O.
19.	ED 025239	An Evaluation of Manpower Training Needs in the Hotel-Restaurant Industry on Kauai, 1968, With Recommendations on Programs, Sources of Students, Instructors, and Funds.	Lloyd, Robert W.
20.	ED 050259	Annual Report of the Commission of Manpower and Full Employment.	
21.	ED 014301	An Educational Development Plan for the Kapiolani Community College--January 1967.	Nakamoto, Harriet; and others

	Ed. No.	Title	Author
22.	ED 025264	A Study of Certain Characteristics of Students and Graduates of Occupation-Centered Curricula. Final report.	Stewart, Lawrence H.
23.	ED 036283	Selected Community College Intellectual and Environmental Factors: A Three College Study.	Gillie, Angelo C.
24.	ED 042447	A Study of Curriculum Development and Trends in the Business Education Department at Kapiolani Community College for the Period 1964-1970.	Taniguchi, Bessie
25.	ED 066155	Hawaii Community College Vocational-Technical Graduate Follow-Up Studies, 1968-1971.	
26.	ED 016141	Impacts of Technological Changes in Warehousing, Phase I.	Hamilton, Phyllis D.; Kincaid, Harry V.
27.	ED 036291	The Demand for Community College Teachers and the EPDA Program Under the College of Education.	Zane, Lawrence F.H.
28.	ED 060458	Annual Report of the Commission on Manpower and Full Employment, State of Hawaii.	Ruhig, Theodore F.; and others
29.	ED 068689	Occupational Resource Manual for Hawaii.	
30.	ED 078828	The Development of the Hawaii State Senior Center.	Amor, Charles W.
31.	ED 022438	1967-68 Hawaii High School Senior Survey.	Boyer, Marcia A.
32.	037191	Flexible Scheduling to Fit the Firefighters.	Cox, Clarice Robinson
33.	044619	Educational Activities Within Business-Industry: Implications for Public Education.	Lynn, David R.; Nothom, John W.
34.	069275	Hawaii State Senior Center--Third Annual Report.	

	Ed. No.	Title	Author
35.	ED 064497	Pre-Industrial Preparation Program Handbook.	Hawaii State Department of Education
36.	ED 067088	Teaching Police Report Writing	Cox, Clarice Robinson

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FLOW CHART: STEPS IN ERIC STORAGE AND RETRIEVAL SYSTEM

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CURRENT ERIC CLEARINGHOUSES AND THEIR SCOPES

ERIC Clearinghouse on Career Education
Northern Illinois University
204 Gurler School
De Kalb, Illinois 60115

The Clearinghouse on Career Education is responsible for the areas of adult and continuing, career, and vocational-technical education, focusing on the aspects of philosophy, sociology, economics, and psychology of the occupational and human career; occupational and human development through the retirement period; all life roles including leisure roles; formal and informal educational practices; and local, state, national and international educational policy.

ERIC Clearinghouse on Counseling and Personnel Services
Room 2108, School of Education Building
Ann Arbor, Michigan 48104

ERIC/CAPS is responsible for preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation actitvies.

ERIC Clearinghouse on the Disadvantaged
Information Retrieval Center on the Disadvantaged
Teachers College — Box 40
Columbia University
New York, New York 10027

ERIC/IRCD is responsible for information on the effects of disadvantaged experiences and environments; academic, intellectual, and social performance of disadvantaged children and youth; programs and practices which provide learning experiences designed to compensate for special problems of the disadvantaged; issues, programs, and practices related to economic and ethnic discrimination, segregation, desegregation, and integration in education; issues, programs, and materials related to redressing the curriculum imbalance in the treatment of ethnic minority groups.

ERIC Clearinghouse on Early Childhood Education
College of Education
University of Illinois
Urbana, Illinois 61801

ERIC/ECE is responsible for research documents on the physiological, psychological, educational, and cultural development of children from birth through the primary grades, with major focus on educational theory, research, and practice related to the development of young children.

ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, Oregon 97403

ERIC/CEA is responsible for the areas of leadership and management on the elementary and secondary levels; structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization; organizational change; and social context of the organization. Sites, buildings, and equipment for education on all levels; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities are included.

ERIC Clearinghouse on the Handicapped and Gifted Children
CEC Information Center on Exceptional Children
1920 Association Drive
Reston, Virginia 22091

ERIC/CEC is responsible for documents concerning children and youth who require special services. Included are children who are aurally handicapped; visually handicapped; mentally handicapped; physically handicapped; speech handicapped; as well as those with learning disabilities; behavioral, psychomotor, and communication disorders; and the gifted. Administration of special education services; preparation and continuing education of professional and paraprofessional personnel; preschool learning and development of the exceptional; and general studies on creativity are also areas of interest.

ERIC Clearinghouse on Higher Education
George Washington University
One Dupont Circle, Suite 630
Washington, D.C. 20036

ERIC/CHE is responsible for various subjects relating to college and university students, college and university problems and conditions, college and university programs. Curricular and instructional problems and programs, faculty, institutional research, Federal programs, professional education (medical, law, etc.), graduate education, university extension programs, teaching-learning, planning, governance, finances, evaluation, interinstitutional arrangements, and management of higher educational institutions are also areas covered.

ERIC Clearinghouse on Information Resources
Stanford Center for Research and Development in Teaching
Stanford University
Stanford, California 94304

The Clearinghouse is responsible for collecting information concerning print and non-print learning resources. Documents on the operation, management, and use of libraries; the technology to improve their operation; and the education, training, and professional activities of librarians and information specialists are collected and processed. In addition, materials on educational media such as television, computers, films, radio, microforms, as well as techniques which are an outgrowth of technology, systems analysis, individualized instruction, and microteaching are also of interest.

ERIC Clearinghouse for Junior Colleges
96 Powell Library
University of California
Los Angeles, California 90024

The Clearinghouse is responsible for documents on the development, administration, and evaluation of public and private community junior colleges. Junior college students, staff, curricula, programs, libraries, and community services are also included.

ERIC Clearinghouse on Languages and Linguistics
Modern Language Association of America
62 Fifth Avenue
New York, New York 10011

The Clearinghouse is responsible for languages and linguistics — instructional methodology, psychology of language learning, cultural and intercultural content, application of

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linguistics, curricular problems and developments, teacher training and qualifications for teaching languages, language sciences, psycho-linguistics, theoretical and applied linguistics, language pedagogy, bilingualism, and commonly and uncommonly taught languages including English for speakers of other languages.

ERIC Clearinghouse for Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

ERIC/RCS is responsible for documents concerning reading, English, and communication skills, preschool through college. Educational research and development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication, forensics, mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, instruction development, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas are covered.
All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests and measurement, preparation of reading teachers and specialists, and methodology at all levels; role of libraries and other agencies in fostering and guiding reading; diagnostic and remedial services in school and clinical settings are also included.

ERIC Clearinghouse on Rural Education and Small Schools
Box 3 AP
New Mexico State University
Las Cruces, New Mexico 88003

ERIC/CRESS is responsible for information on organization, administration, curriculum, instruction, innovative programs, and other aspects of American Indian education, education in small schools, Mexican American education, migrant education, outdoor education, and rural education.

ERIC Clearinghouse on Science, Mathematics, and Environmental Education
400 Lincoln Tower
Ohio State University
Columbus, Ohio 43210

ERIC/SMEAC is responsible for all levels of science, mathematics, and environmental education; development of curriculum and instructional materials; media applications; impact of interest, intelligence, values, and concept development upon learning. Preservice and inservice teacher education and supervision are also included.

ERIC Clearinghouse for Social Studies/Social Science Education
855 Broadway
Boulder, Colorado 80302

ERIC/CHESS is responsible for all levels of social studies and social science; all activities relating to teachers; content of disciplines applications of learning theory, curriculum theory, child development theory, and instructional theory; research and development programs; special needs of student groups; education as a social science; social studies/social science and the community.

ERIC Clearinghouse on Teacher Education
One Dupont Circle
Suite 616
Washington, D.C. 20036

The Clearinghouse on Teacher Education is responsible for information and documents pertaining to school personnel at all levels; all issues from selection through preservice and inservice preparation and training to retirement; curricula; educational theory and philosophy; general education not covered by the Educational Management Clearinghouse; Title XI NDEA Institutes not covered by subject specialty in other ERIC Clearinghouses. In addition, all aspects of health, physical education, and recreation excluding outdoor education are covered.

ERIC Clearinghouse on Tests, Measurements, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

ERIC/TM is responsible for documents pertaining to tests and other measurement devices; evaluation procedures and techniques; and the application of tests, measurement, or evaluation in educational projects and programs.

PAGE

Produced by
ERIC Clearinghouse on
Rural Education and Small Schools
Spring 1974

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PROCEDURE FOR OBTAINING ERIC MICROFICHE DUPLICATES

FROM HAMILTON LIBRARY, UNIVERSITY OF HAWAII

COMMUNITY COLLEGE INSTRUCTORS AND STAFF

1. Consult the ERIC catalogs (RIE, ARM and AIM) in your community college library, the State Library (RIE only,) Sinclair Library (Reference Room) or Hamilton Library, University of Hawaii (Index Carrel 3, First Floor.)

   When you have found from the indexes and abstracts a document that interests you, note the ED number of the document. Some of the documents in ARM and AIM have only a VT number. Most of these documents have been reproduced in microfiche sets with collective ED numbers that can be found in the back of the indexes. Some of the documents are not available from ERIC and are so listed. In this case, information concerning their location may be found in the ERIC indexes.

2. The ED number of the microfiche duplicates you want should be sent in writing from the library of your community college to:

   The Humanities Reference Office, #104
   Hamilton Library, University of Hawaii

   with a request for free duplication of the microfiches. Only the ED numbers, or in the case of the VT microfiche sets the collective ED number and the individual VT numbers, are necessary. You do not need to write out the titles etc. If you are at Hamilton Library, authorization from your community college library is sufficient.

3. The microfiche duplicates will be sent to your community college library.

4. Print-outs of the microfiches are available at a cost to the individual of 10 cents an exposure (two printed pages.)

5. For further information contact:

   Mrs. Ellen Chapman
   Interlibrary Loan Librarian
   Humanities Reference Office #104
   Hamilton Library
   University of Hawaii

   PH: 948-7213

Barbara Luckner

October 1973

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PROCEDURE FOR OBTAINING ERIC MICROFICHE DUPLICATES FROM HAMILTON LIBRARY, UNIVERSITY OF HAWAII

DEPARTMENT OF EDUCATION INSTRUCTORS AND STAFF AND INDIVIDUALS

1. Consult the ERIC catalogs (RIE, ARM and AIM) in the State Library (RIE only,) the community college libraries, Sinclair Library (Reference Room) or Hamilton Library, University of Hawaii (Index Carrel 3, First Floor.)

   When you have found from the indexes and abstracts a document that interests you, note the ED number of the document. Some of the documents in ARM and AIM have only a VT number. Most of these documents have been reproduced in microfiche sets with collective ED numbers that can be found in the back of the indexes. Some of the documents are not available from ERIC and are so indicated. In this case, information concerning their location may be found in the ERIC indexes.

2. The ED number of the microfiche duplicates you want should be sent in writing to:

   The Humanities Reference Office, #104
   Hamilton Library, University of Hawaii

   with a request for duplication. Only the ED numbers, or in the case of the VT microfiche sets the collective ED number and the individual VT numbers, are necessary. You do not need to write out the titles etc.

   The cost of microfiche duplication is 15 cents per microfiche.

   The cost of a print-out is 10 cents per exposure (two printed pages.)

3. The microfiche duplicates or print-outs will be sent to the institution or individual with the invoice as requested, or may be picked up at the Humanities Reference Office - Room 104 - at Hamilton Library.

4. For further information, contact:

   Mr. Ron Chapman
   Humanities Reference Desk
   University of Hawaii
   Hamilton Library

   PH: 948-7213

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ERIC MATERIALS AND MICROFICHE READERS AVAILABLE IN THE STATE OF HAWAII

Hamilton Library, University of Hawaii - Humanities Reference Section

Complete set of ERIC (ED) microfiches

Current and cumulative indexes: RIE, ARM, AIM and CIJE (First Floor - Index Carrel 3)

Microfiche readers, printers and microfiche duplicating machine (First Floor and Ground Floor)

Reproduction Services offered (see separate flysheet on Procedure for Obtaining Microfiche Duplications)

Sinclair Library, University of Hawaii - Reference Room

Current and cumulative indexes: RIE, ARM, AIM and CIJE

Hawaii State Library, 478 South King Street

Incomplete duplicated ERIC (ED) microfiche sets 1965-1966, with selected microfiches from 1971. (These sets were taken over from the Department of Education's Education Information Central and the Hawaii Curriculum Center at the University of Hawaii.) Now located in the Government Documents Section at the State Library.

Current and cumulative RIE index (Social Science Section of the State Library)

One microfiche reader/printer (Government Documents)

Community Colleges

Honolulu Community College

Incomplete set of ERIC (ED) microfiches taken over from the Community College Office

Current and cumulative indexes: RIE, ARM and AIM

Two microfiche readers

(Honolulu Community College bought the microfiche duplicating machine at Hamilton Library so that the community colleges could get free duplication of microfiches (see separate flysheet)

Kapiolani Community College

Current and cumulative indexes: RIE, ARM and AIM

Two microfiche readers and one Microscan convertible to a microfiche reader.

Leeward Community College

Current and cumulative indexes: RIE, ARM and AIM

One portable microfiche reader and two microfiche reader/printers

Windward Community College

ERIC Indexes 1969-1971; current RIE index

One microfiche reader

Hawaii Community College

Current and cumulative indexes: RIE, ARM and AIM

Two microfiche reader/printers

Kauai Community College

Current and cumulative indexes: RIE, ARM and AIM

One microfiche reader/printer convertible to microfiche reader

Maui Community College

Eight titles on ERIC microfiche

Cumulative and current RIE index

Four microfiche reader/printers

Public High Schools

According to information from the individual school librarians, there are no ERIC materials or microfiche readers in the public schools at this time.

Private Colleges

Chaminade

One microfiche reader

Church College

Complete set of ERIC (ED) microfiches

Current and cumulative indexes: RIE, ARM, AIM, CIJE

Fifteen microfiche readers

Hawaii Loa

One microfiche reader

Private High Schools

Iolani

One microfiche reader

Kamehameha

One microfiche reader

Mid Pacific

One microfiche reader

LIST OF LOCAL FIRMS

DEALING IN MICROFICHE READERS AND PRINTERS

Bell and Howell Company 2992 Koapaka Street Honolulu, Hawaii 96819	Mr. Richard Yawata Sales Representative Microfilm Products PH: 847-4056
Earle M. Alexander, Ltd. (3M) 1020 Auahi Street Honolulu, Hawaii 96814	Mr. Robert Rieder Manager, Microfilm Division PH: 531-5222
Earle M. Alexander, Ltd. (Hilo) 94 Ponahawai Street Hilo, Hawaii 96720	Mr. Philip Iranon Sales Representative PH: Hilo 935-3061
(Earle M. Alexander, Ltd.) Maui Office Machines 1728 Kaahumanu Avenue Wailuku, Maui 96793	Mr. Ed Beppu Manager PH: Maui 244-0706
Eastman Kodak Company 1122 Mapunapuna Street Honolulu, Hawaii 96817	Mr. Peter Wall Sales Representative Micrographics Market PH: 833-1661
National Cash Register Company 677 Ala Moana Boulevard Honolulu, Hawaii 96813	Mr. Warren Higa Account Manager - Data Processing PH: 955-1543
Remington Rand 841 Bishop Street #903 Honolulu, Hawaii 96813	Mr. Robert Dods Sales Representative PH: 521-3483
Xerox Corporation 841 Bishop Street #1100 Honolulu, Hawaii 96813	Mr. Paul Nakai Sales Representative Engineering Products PH: 521-9536

APPENDIX I

MEMBERS OF THE ADVISORY COMMITTEE

EPDA Part F Section 554

NAME AND TITLE OF POSITION	ADDRESS AND PHONE NUMBER
Mr. Walter Chun, Director of Community College Services University of Hawaii	Bachman 203 PH: 948-7313
Mr. Francis Hatanaka District Superintendent Central Oahu District Office	1136 California Avenue Wahiawa, HI 96786 PH. 621-9094
Mr. Kiyoto Horiuchi, State Supervisor Manpower Development and Training	1040 South King Street Rm. 306 Honolulu, HI 96814 PH: 548-5791
Dr. George Ikeda, Executive Secretary State Advisory Council on Vocational and Technical Education State Commission on Manpower and Full Employment	567 South King Street Rm. 209 Honolulu, HI 96813 PH: 536-7383
Mr. Jimmy Izu Acting District Superintendent Honolulu District Office	1037 S. Beretania St. Honolulu, HI 96814 PH: 548-5787
Mr. Frank Kanzaki, Program Specialist Industrial Arts Office of Instructional Services	P. O. Box 2360 Honolulu, HI 96804 PH: 548-6359
Mrs. Emiko Kudo, Administrator Vocational Education Office of Instructional Services	P.O. Box 2360 Honolulu, HI 96804 PH: 548-6391
Mr. Wah Jim Lee, Administrator Student Affairs Section Office of Instructional Services	P. O. Box 2360 Honolulu, HI 96804 PH: 548-4029
Mr. Domingo Los Banos Jr. District Superintendent Leeward Oahu District Office	94-366 Pupupani St. Waipahu, HI 96797 PH: 671-1721
Miss Barbara Luckner, Administrative Assistant University of Hawaii	1776 University Avenue Wist Hall 216 Honolulu, HI 96822 PH: 948-7834 or 7989

NAME AND TITLE OF POSITION	ADDRESS AND PHONE NUMBER
Dr. Doris McGinty, Assistant Professor Home Economics Education Curriculum and Instruction	1776 University Avenue WA 224 Honolulu, HI 96822 PH: 948-7716
Dr. Kiyoto Mizuba Acting District Superintendent Hawaii District Office	75 Aupuni St. P.O. Box 1922 Hilo, HI 96720 PH: 961-7237
Mr. Nelson Muraoka, Coordinator of Special Needs Program Office of the Vice President for Community Colleges University of Hawaii	Bachman 101 PH: 948-7461 or 7462
Mr. Barton Nagata District Superintendent Kauai District Office	3060 Eiwa St. P. O. Box 1307 Lihue, HI 96766 PH: 245-4493
Miss Harriet Nakamoto, Dean of Instruction Kapiolani Community College	620 Pensacola Street Honolulu, HI 96814 PH: 531-4654
Mr. Andy Nii District Superintendent Maui District Office	P. O. Box 1070 Wailuku, HI 96793 PH: 244-4221
Dr. Samson Shigetomi, State Director of Vocational Education	Bachman 101 PH: 948-7461 or 7462
Miss Sharen Wago, Director Career Information Center	707-A Waiakamilo Road Honolulu, HI 96817 PH: 841-4555
Mr. William Waters District Superintendent Windward Oahu District Office	45-955 Kamehameha Hwy. Kaneohe, HI 96744 PH: 247-6051 Or 247-5930
Dr. Richard White, Department Chairman of Career Education Kamehameha Schools	Kapalama Heights Honolulu, HI 96817 PH: 845-6631 Ext. 282
Dr. Lawrence Zane, Project Coordinator University of Hawaii	1776 University Avenue Wist Hall 216 Honolulu, HI 96822 PH: 948-7834 or 7989

REPRESENTATIVES AND GUESTS

EPDA Part F Section 554

NAME AND TITLE OF POSITION	ADDRESS AND PHONE NUMBER
Dr. Larry Hagmann State Advisory Council on Vocational and Technical Education	567 South King Street, RM. 209 Honolulu, HI 96813 PH: 536-7383
Mr. Thomas Hatakeyama, Program Specialist Agriculture Office of Instructional Services	P.O. Box 2360 Honolulu, HI 96804 PH: 548-6445
Dr. Lawrence Inaba, Program Specialist Industrial-Technical Education Office of Instructional Services	P. O. Box 2360 Honolulu, HI 96804 PH: 548-6359
Mr. Russell P. Journigan Office of the Vice President for Community Colleges	Bachman 101 PH: 948-7461 or 7462
Mrs. Clara Katekaru, Program Specialist Counseling Student Affairs Section	P.O. Box 2360 Honolulu, HI 96804 PH: 548-4029
Mr. Sol Loo, Associate Dean of Instruction Kapiolani Community College	620 Pensacola Street Honolulu, HI 96814 PH: 531-4654
Mrs. Laura Maeda, Coordinator Manpower Development and Training Program	1040 South King Street, RM. 306 Honolulu, HI 96814 PH: 548-5791
Mr. Miles Muraoka Central Oahu District Office Department of Education	1136 California Avenue Wahiawa, HI 96786 PH: 621-0715
Mrs. Barbara Nakagawa, Program Specialist Home Economics Office of Instructional Services	P.O. Box 2360 Honolulu, HI 96804 PH: 548-6445
Mr. James Ohara, Program Specialist Manpower Development and Training Program	1040 South King Street, RM.306 Honolulu, HI 96814 PH: 548-5791
Mr. Richard Ooka, Program Specialist Manpower Development and Training Program	1040 South King Street, RM. 306 Honolulu, HI 96814 PH: 548-5791
Mrs. Beverly Rothenborg, Instructor Manpower Development and Training Program	1040 South King Street, RM. 306 Honolulu, HI 96814 PH: 548-5791

NAME AND TITLE OF POSITION	ADDRESS AND PHONE NUMBER
Mr. Edward Sakai, Curriculum Specialist Windward Oahu District Office Department of Education	49-955 Kamehameha Hwy Kaneohe, HI 96744 PH: 247-2101
Mrs. Florence Sakai, Program Specialist Business Education Office of Instructional Services	P.O. Box 2360 Honolulu, HI 96804 PH: 548-6314
Mrs. Elizabeth Young, Assistant Community College Public Relations University of Hawaii	Engineering Quadrangle RM. 31-E PH: 948-8856

APPENDIX II

GUIDELINES FOR THE SELECTION OF VOCATIONAL-TECHNICAL CURRICULUM AND RESOURCE MATERIALS FOR DUPLICATION, DISSEMINATION AND FAMILIARIZATION

A. Guidelines to be used by the Members of the Advisory Committee in the selection of materials

	Low				High
1. Pertinence to Vocational-Technical Education	1	2	3	4	5
2. Evidence of success	1	2	3	4	5
3. Recent publication from local, regional or national level, with priority given to local application	1	2	3	4	5
4. One of the following:					
4a. Value to Vocational-Technical supervisors, administrators, counselors, and instructors in the Department of Education (including special needs)	1	2	3	4	5
4b. Value to Vocational-Technical supervisors, administrators, counselors, and instructors in the Community College System (including special needs)	1	2	3	4	5
4c. Value to Vocational-Technical supervisors, administrators, counselors, and instructors in both the Department of Education and the Hawaii Community College System (including special needs)	1	2	3	4	5
5. Cost*	1	2	3	4	5
6. Suitability for use in the on-going instructional programs of the State	1	2	3	4	5
7. Suitability for use in conjunction with a workshop	1	2	3	4	5

*The members should describe the audience to whom the material will be distributed and estimate the number of people in each category.

B. Guidelines for information to be submitted with requests for the duplication of vocational-technical curriculum and resource materials

In order for the Advisory Committee of the EPDA Part F Section 554 Project to evaluate the proposal according to the attached guidelines, the proposer should furnish the following information:

1. Title, author, place and date of the materials.

2. Description of the materials.

3. Evidence of their successful implementation.

4. Their estimated value to Vocational-Technical Supervisors, Administrators, Counselors and Instructors in the Department of Education, private secondary schools and colleges and/or the Hawaii Community College system.

5. A description of the audience to which the materials will be distributed and an estimate of the number of individuals in each category.

6. The cost of reproducing the materials as established by three (3) specific bids.

7. The suitability of the materials for use in the on-going instructional programs of the State.

8. If appropriate and desired, the suitability of the materials for use in conjunction with a workshop to be held on any one or all of the islands in the State of Hawaii.

APPENDIX III

VOCATIONAL-TECHNICAL CURRICULUM AND RESOURCE MATERIALS PURCHASED AND DUPLICATED

No. of Copies	Title	Publisher	Location (see key below)
11	Apprentice Carpenter System	National Laboratory for the Advancement of Education	DOE, CIC
21	Auto/Truck Mechanic System	National Laboratory for the Advancement of Education	DOE, CIC
2	Cooperative Vocational Program Vols. I and II	Division of Vocational Education, University of Georgia	DOE, SD
5	Health Foundation Modules	Mt. San Jacinto College	DOE, HawCC, KCC KauCC, MCC
	Integrated Post-Secondary Curriculum Guides:	Utah State Board of Education	
63	a. Auto Mechanics		DOE, HawCC, HCC KauCC, LCC, MCC MDT
29	b. Building Construction		DOE, HawCC, HCC, HS, MCC MDT
31	c. Vocational Drafting		DOE, HawCC, HCC KauCC, LCC, MCC MDT
225	Kauai Occupational Survey	Local duplication and binding	CIC, KauCC, Kauai District Office, SD
1	Learning Activity Packages for Career Education	State of Wisconsin Department of Public Instruction	CIC
4	Nursing Curriculum Materials	Duplication at KCC	KauCC, KCC HawCC, MCC
	a. Nursing Process		
	b. Learning Experience Guides		
	c. TRAINEX		

	d. Train-aide		
	e. Decision Media		
	f. Anatomy-Physiology		
	g. Brady Nursing Series		
	h. Concept Media		
27	Preparing Transparencies for the Overhead Projector		HawCC, HCC, HS, KCC, KauCC, MCC
16	Utah VICA State Handbook	Utah Vocational Industrial Clubs of America	HawCC, HCC, HS, KauCC, LCC, MCC, WCC
	Vocational Education Materials (Miscellaneous)	Various	Hawaii District Office for Hilo High, Ka'u High, Kohala High

Key to the locations where the materials have been placed:

CIC	Career Information Center 707 - A Waiakamilo Road, Honolulu, HI 96817
DOE	Department of Education, Office of Instructional Services Vocational-Technical Curriculum Section 1270 Queen Emma Street, Honolulu, HI 96813
HawCC	Hawaii Community College 1175 Manono Street, Hilo, HI 96720
HCC	Honolulu Community College 874 Dillingham Boulevard, Honolulu, HI 96817
HS	Hoomana School 2109 Kamehameha Highway, Honolulu, HI 96814
KauCC	Kauai Community College RR1, Box 216, Lihue, HI 96766
KCC	Kapiolani Community College 620 Pensacola Street, Honolulu, HI 96814
LCC	Leeward Community College 96-045 Ala Ike, Pearl City, HI 96782
MCC	Maui Community College 310 Kaahumanu Avenue, Kahului, HI 96732

MDT	Manpower Development and Training Program 1040 South King Street, Honolulu, HI 96814
SD	Office of the State Director for Vocational Education Bachman Hall 101, University of Hawaii Honolulu, HI 96822
WCC	Windward Community College 45-720 Keaahala Road, Kaneohe, HI 96744

APPENDIX IV

WORKSHOP BROCHURES AND AGENDAE

Sample Brochure

TO: ALL SECONDARY AND POST-SECONDARY VOCATIONAL-TECHNICAL (AGRICULTURE, DISTRIBUTIVE EDUCATION, HEALTH OCCUPATIONS EDUCATION, HOME ECONOMICS, INDUSTRIAL EDUCATION, OFFICE OCCUPATIONS, TECHNICAL EDUCATION, TRADES AND INDUSTRIAL OCCUPATIONS) INSTRUCTORS AND LECTURERS, APPRENTICESHIP PROGRAM INSTRUCTORS AND LECTURERS, GUIDANCE TEACHERS, COUNSELORS, ADMINISTRATORS, LIBRARIANS AND REPRESENTATIVES OF MANPOWER GROUPS.

You are cordially invited to attend a Spring Workshop on the general theme: IMPROVING VOCATIONAL-TECHNICAL EDUCATION to be held at the Kamehameha Schools on Saturday, February 16, 1974.

This begins the second round of workshop scheduled for the State of Hawaii under the provisions of the Education Professions Development Act, Part F, Section 554, for the purpose of disseminating information and materials to improve vocational-technical education in the State.

Please refer to the attached notice for details of the workshop.

In order to facilitate the preparations, please return the reply form no later than Tuesday, February 12, 1974.

If you have any questions, please call 948-7834 or 948-7989.

THE OFFICE OF THE STATE DIRECTOR FOR VOCATIONAL EDUCATION

in cooperation with

THE COLLEGE OF EDUCATION, UNIVERSITY OF HAWAII

THE HAWAII COMMUNITY COLLEGE SYSTEM

THE STATE OF HAWAII DEPARTMENT OF EDUCATION

and

THE COLLEGE OF CONTINUING EDUCATION AND COMMUNITY SERVICE

under the provisions of

THE EDUCATION PROFESSIONS DEVELOPMENT ACT, PART F, SECTION 554

presents

A SPRING WORKSHOP

IMPROVING VOCATIONAL-TECHNICAL EDUCATION

PURPOSE: To disseminate information and/or resource materials on the development of vocational-technical (agriculture, distributive education, health occupations education, home economics, industrial education, office occupations, technical education, trade and industrial occupations) education curriculum and career guidance.

ELIGIBILITY: Teachers of vocational-technical education (agriculture, distributive education, health occupations education, home economics, industrial education, office occupations, technical education, trade and industrial occupations, apprenticeship) in the State Department of Education, Hawaii Community Colleges, University of Hawaii, private secondary and post-secondary school.

Administrators in these institutions

Personnel in Guidance and Counseling

Representatives of Manpower Agencies

Librarians and others working with vocational curricula and resource materials.

DATE: Saturday, February 16, 1974

TIME: 8:30 a.m. - 3:30 p.m.

PLACE: Kamehameha Schools: Bishop Assembly Hall (see blue Campus Plan attached).

To get to the Campus:

Ewa-bound: Take the Pali Highway to the intersection with Nuuanu Avenue. Make hairpin turn into Wyllie Street. At the end of Wyllie, turn left into Alewa Drive. Go straight to Ilima Street. At stop sign, turn right to the Main Gate (on Puna Street), marked on the right of the Campus Plan.

Diamond Head bound: Take the Lunalilo Freeway Exit at Kalihi Street. At intersection, turn right into School Street. At the second set of traffic lights, turn left into Houghtailing. At the end of Houghtailing, turn right into Hillcrest. Turn left into Skyline, At the stop sign, continue straight into Puna Street, which will lead you to the Main Gate marked on the right of the Campus Plan.

PARKING: At #27 or #38 on the Campus Plan

CREDIT: University Credit will be awarded only to those who registered at the previous EPDA Part F Section 554 Workshop in the Fall at the Hilton Hawaiian Village Hotel.

LUNCH: Lunch and refreshments will be provided in the Dining Hall at Kamehameha Schools at a cost of $2.00.

TOPICS: Keynote Address: The Need for More Effective Vocational Guidance. Dr. Calvin Dellefield, Executive Director of the National Advisory Council on Vocational Education, Washington, D.C. will be the keynote speaker.

Career Planning Games: A demonstration of the use of Life Career Games for career guidance purposes.

Vocational-Technical Education Students: The Chosen Ones Dr. Jean Pezzoli, Psychometrist at Leeward Community College will offer a consideration of the placement of students into vocational or liberal arts programs based on psychometric testing. The presentation will focus on a demonstration of testing materials and how they have been used and abused.

Financial Aids: Mr. Wah Jim Lee. Administrator in the Student Affairs section of the Office of Instructional Services, State of Hawaii Department of Education, will introduce the most recent developments in the area of financial aid to students and distribute copies of the updated Scholarship and Financial Aid for Advanced Training Available to Residents in the State of Hawaii, Bulletin #15, and relevant materials.

TENTATIVE AGENDA:

8:30 - 9:00 a.m.	Registration
9:00 - 9:45 a.m.	Keynote Address: The Need for More Effective Vocational Guidance
9:45 - 10:15 a.m.	BREAK
10:15 - 12:00 a.m.	*Group 1: Career Planning Games *Group 2: Psychometric Testing
12:00 - 1:00 p.m.	LUNCH
1:00 - 2:45 p.m.	*Group 1: Psychometric Testing *Group 2: Career Planning Games
2:45 - 3:00 p.m.	BREAK
3:00 - 3:30 p.m.	Financial Aids

*The two group presentations will be given in the morning and repeated in the afternoon to give all participants an opportunity to attend both presentations.

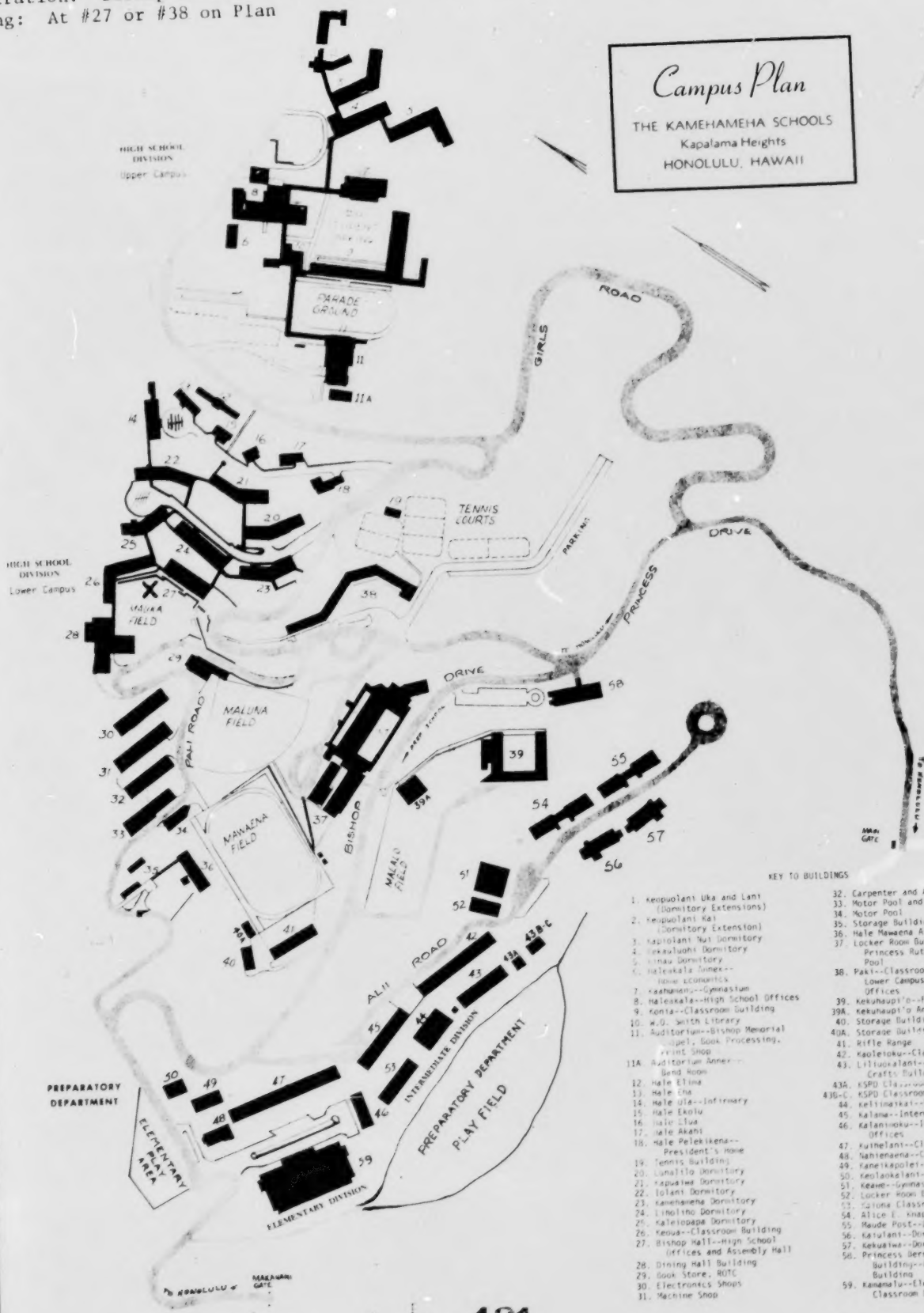
RSVP: Please complete the attached reply form and return no later than Tuesday, February 12, 1974.

DA Part F Section 554 Workshop
turday, February 16, 1974
egistration: Bishop Hall (#27 on Plan)
rking: At #27 or #38 on Plan

BEST COPY AVAILABLE

Campus Plan

THE KAMEHAMEHA SCHOOLS
Kapalama Heights
HONOLULU, HAWAII



KEY TO BUILDINGS

1. Keopuolani Uka and Lani (Dormitory Extensions)
2. Keopuolani Kai (Dormitory Extension)
3. Kapiolani Nui Dormitory
4. Lekauluohi Dormitory
5. Liliuokalani Dormitory
6. Haleokala Annex--Home Economics
7. Kaahumanu--Gymnasium
8. Haleokala--High School Offices
9. Konia--Classroom Building
10. W.O. Smith Library
11. Auditorium--Bishop Memorial Chapel, Book Processing, Print Shop
11A. Auditorium Annex--Band Room
12. Hale Etiwa
13. Hale Ewa
14. Hale Ula--Infirmary
15. Hale Ekolu
16. Hale Elua
17. Hale Akahi
18. Hale Pelekikena--President's Home
19. Tennis Building
20. Lunalilo Dormitory
21. Kapuaiwa Dormitory
22. Iolani Dormitory
23. Kamehameha Dormitory
24. Linolino Dormitory
25. Kaleiopapa Dormitory
26. Keoua--Classroom Building
27. Bishop Hall--High School Offices and Assembly Hall
28. Dining Hall Building
29. Book Store, ROTC
30. Electronecs Shops
31. Machine Shop
32. Carpenter and Auto Shops
33. Motor Pool and Welding Shop
34. Motor Pool
35. Storage Buildings
36. Hale Mawaena A and B
37. Locker Room Building and Princess Ruth Keelikolani Pool
38. Paki--Classroom Building, Lower Campus High School Offices
39. Kekuhaupi'o--Field House
39A. Kekuhaupi'o Annex
40. Storage Building--Base Yard
40A. Storage Building--Base Yard
41. Rifle Range
42. Kaoleioku--Classroom Building
43. Liliuokalani--Arts and Crafts Building
43A. KSPD Classroom Annex 3
43B-C. KSPD Classroom Annex 1-2
44. Keliinoiki--Library
45. Kalama--Intermediate Dining Hall
46. Kalanimoku--Intermediate Division Offices
47. Kuhelani--Classroom Building
48. Nahienaena--Classrooms
49. Kanekapolei--Classroom Building
50. Keolaokalani--Classroom Building
51. Keawe--Gymnasium
52. Locker Room Building
53. Kglona Classroom Building
54. Alice E. Knapp--Dormitory
55. Maude Post--Dormitory
56. Kaiulani--Dormitory
57. Kekuaiwa--Dormitory
58. Princess Bernice Pauahi Building--Administration Building
59. Kamamalu--Elementary Division Classroom Building and Offices

1971

REPLY FORM

EPDA PART F SECTION 554 SPRING WORKSHOP

IMPROVING VOCATIONAL-TECHNICAL EDUCATION

KAMEHAMEHA SCHOOLS - SATURDAY, FEBRUARY 16, 1974

Please complete and return to : Miss Barbara Luckner
Curriculum and Instruction
College of Education
1776 University Avenue, Wist Hall 216
Honolulu, HI 96822

no later than TUESDAY, FEBRUARY 12, 1974

Please Check where applicable:

_____ I will attend the workshop at Kamehameha Schools on Saturday, February 16, 1974.

_____ I will be having lunch at the workshop. Please enclose $2.00 or check made out to the Kamehameha Schools.

Please Print:

NAME : _____
Last First Middle Initial

POSITION : _____

VOCATIONAL(or other)AREA : _____

INSTITUTION : _____

HOME ADDRESS : _____

_____

Zip Code: _____

BUSINESS PHONE : _____

HOME PHONE : _____

WHAT MAKES AN EFFECTIVE VOCATIONAL-TECHNICAL EDUCATION CURRICULUM?

A FALL WORKSHOP ON THE ISLAND OF OAHU

Hilton Hawaiian Village and Kapiolani Community College

Saturday, October 13, 1973

A G E N D A

8:00 a.m. to 8:30 a.m.	REGISTRATION Miss Barbara Luckner and Staff	Coral Ballroom Lobby
8:30 a.m. to 8:45 a.m.	WELCOME Mr. Nelson Muraoka, Coordinator of Special Needs Program	Coral Ballroom #2
	ORIENTATION	
	INTRODUCTION OF KEYNOTE SPEAKER Dr. Lawrence Zane, Associate Professor of Education University of Hawaii	
8:45 a.m. to 9:15 a.m.	"AN IRREVERENCE FOR RELEVANCE WITHOUT REFERENTS" Dr. Robert Potter, Professor of Education, University of Hawaii	Coral Ballroom #2
9:15 a.m. to 9:45 a.m.	..... B R E A K	Coral Ballroom Lobby
9:45 a.m. to 10:45 a.m.	EFFECTIVE CAREER COUNSELING AND GUIDANCE 1) Need for Vocational Education Counseling Dr. Richard White, Chairman of the Career Education Department Kamehameha Schools 2) Career Information Center Miss Sharen Wago, Director Career Information Center	Coral Ballroom #2
10:45 a.m. to 11:45 a.m.	FAMILIARIZATION WITH EDUCATIONAL RESOURCES INFORMATION CENTER - RIE, ARM AND AIM Dr. Lawrence Zane, Associate Professor of Education University of Hawaii	Coral Ballroom #2

11:45 a.m. to 12:30 a.m. ERIC MATERIALS AND EQUIPMENT — Sea Pearl

Mr. Warren Higa, Account Manager, Data Processing, National Cash Register Company

Mr. Robert Rieder, Manager Microfilm Division Earle M. Alexander, Ltd.

Mr. Peter Wall, Sales Representative Eastman Kodak Company

Mr. Richard Yawata, Sales Representative Bell and Howell Company

12:30 a.m. to 1:30 p.m..... L U N C H..... Coral Ballroom #2

1:30 p.m. to 2:15 p.m. MANPOWER SURVEYS AND TASK ANALYSIS — Coral Ballroom #2

1) Manpower Surveys

Mr. Herbert Halberg, Assistant Dean of Instruction, Honolulu Community College

Dr. Ross Prizzia, Research Consultant

2) Task Analysis

Dr. Lawrence Inaba, Program Specialist Department of Education

2:15 p.m. to 3:00 p.m. FIRST GROUP SESSION - Participants should choose one of the following three groups:

1) Making the General Education Curriculum More Relevant: Combining Vocational-Technical Content with Remedial Reading in the Community College — Ti Leaf

Dr. Peter Guay, Instructor Maui Community College

2) Making the General Education Curriculum More Relevant: Career Development in the Curriculum of Hawaii's Public Schools

Mr. Wah Jim Lee, Executive Officer of Student Affairs, Department of Education — Mynah

	3) Combining Theory With Work Experience: Through Apprenticeship	Nautilus
	Mr. Alan Yonan, Assistant Dean of Instruction, Honolulu Community College	
3:15 p.m. to 4:30 p.m.	SECOND GROUP SESSION - Participants should choose one of the following three groups.	
	1) Individualized Instruction: Business Education	
	Mr. Gerald St. James Instructor, Kapiolani Community College	Kapiolani Community College - Business Education Bldg. #103
	2) Individualized Instruction: Building Trades	
	Mr. Donald Ainsworth Instructor, Maui Community College	Kapiolani Community College - Business Education Bldg. #202
	3) Field Trip to Hamilton Library - ERIC Resources	
	Miss Carilyn Ogawa Lecturer, Windward Community College	Hamilton Library Manoa Campus
4:30 p.m. to 4:45 p.m.	CLOSING SESSION AND EVALUATION	Kapiolani Community College - Business Education Bldg. #209

WHAT MAKES AN EFFECTIVE VOCATIONAL-TECHNICAL EDUCATION CURRICULUM?

A FALL WORKSHOP ON THE ISLAND OF OAHU

Hilton Hawaiian Village and Kapiolani Community College

Saturday, October 27, 1973

A G E N D A

8:00 a.m. to 8:30 a.m.	REGISTRATION Miss Barbara Luckner and Staff	Coral Ballroom Lobby
8:30 a.m. to 8:45 a.m.	WELCOME Dr. Samson Shigetomi, State Director of Vocational Education University of Hawaii	Coral Ballroom Lobby
	ORIENTATION Mr. Nelson Muraoka, Coordinator of Special Needs Program	
	INTRODUCTION TO KEYNOTE SPEAKER Dr. Lawrence Zane, Associate Professor of Education University of Hawaii	
8:45 a.m. to 9:15 a.m.	"AN IRREVERENCE FOR RELEVANCE WITHOUT REFERENTS" Dr. Robert Potter, Professor of Education, University of Hawaii	Coral Ballroom #1
9:15 a.m. to 9:45 a.m.	..... B R E A K	Coral Ballroom Lobby
9:45 a.m. to 10:45 a.m.	EFFECTIVE CAREER COUNSELING AND GUIDANCE 1) Need for Vocational Education Counseling Dr. Richard White, Chairman of the Career Education Department Kamehameha Schools 2) Career Information Center Miss Sharen Wago, Director Career Information Center	Coral Ballroom #1

10:45 a.m. to 11:45 a.m. FAMILIARIZATION WITH EDUCATIONAL RESOURCES INFORMATION CENTER - RIE, ARM AND AIM — Coral Ballroom #1

Dr. Lawrence Zane, Associate Professor of Education University of Hawaii

11:45 a.m. to 12:30 p.m. ERIC MATERIALS AND EQUIPMENT

Mr. Warren Higa, Account Manager, Data Processing, National Cash Register Company — Sea Pearl

Mr. Robert Rieder, Manager Microfilm Division, Earle M. Alexander, Ltd.

Mr. Peter Wall, Sales Representative Eastman Kodak Company

Mr. Richard Yawata, Sales Representative Bell and Howell Company

12:30 p.m. to 1:30 p.m..... L U N C H ..... Coral Ballroom #1

1:30 p.m. to 2:00 p.m. MANPOWER SURVEYS AND TASK ANALYSIS — Coral Ballroom #1

1) Manpower Surveys

Mr. Herbert Halberg, Assistant Dean of Instruction, Honolulu Community College

Dr. Ross Prizzia Research Consultant

2) Task Analysis

Dr. Lawrence Inaba, Program Specialist, Department of Education

2:00 p.m. to 3:00 p.m. FIRST GROUP SESSION - Participants should choose one of the following three groups:

1) Making the General Education Curriculum More Relevant: Combining Vocational-Technical Content with Remedial Reading in the Community College

Mrs. Marion Blanton Instructor, Maui Community College — Ti Leaf

2) Making the General Education Curriculum More Relevant: Career Development in the Curriculum of Hawaii's Public Schools

Mr. Wah Jim Lee — Mynah
Executive Officer of Student Affairs, Department of Education

3) Combining Theory with Work Experience: Through Apprenticeship

Mr. Alan Yonan — Nautilus
Assistant Dean of Instruction
Honolulu Community College

3:15 p.m. to 4:30 p.m. SECOND GROUP SESSION - Participants should choose one of the following two groups:

1) Individualized Instruction: Business Education

Mr. Gerald St. James — Kapiolani Community College - Business Education Bldg. #203
Instructor, Kapiolani Community College

2) Field Trip to Hamilton Library - ERIC Resources

Miss Carilyn Ogawa — Hamilton Library
Lecturer, Windward Community College — Manoa Campus

WHAT MAKES AN EFFECTIVE VOCATIONAL-TECHNICAL EDUCATION CURRICULUM?

A FALL WORKSHOP ON THE ISLAND OF MAUI

Maui Community College and Maui Beach Hotel

Saturday, December 1, 1973

A G E N D A

8:00 a.m. to 8:30 a.m.	REGISTRATION Miss Barbara Luckner and Staff of Maui Community College	Student Center, Dining Room
8:30 a.m. to 8:45 a.m.	WELCOME Mr. Glen Fishbach, Provost Maui Community College Mr. Andy Nii, District Superintendent Maui District, Department of Education	Student Center, Dining Room
	ORIENTATION Dr. Lawrence Zane, Associate Professor, College of Education University of Hawaii	Student Center, Dining Room
	INTRODUCTION OF KEYNOTE SPEAKER Mr. Toshio Seki Curriculum Specialist Maui District Department of Education	Student Center Dining Room
8:45 a.m. to 9:15 a.m.	KEYNOTE ADDRESS: The Department of Education's Long-Range Plans for Vocational-Technical Education Mrs. Barbara Nakagawa Program Specialist Department of Education	Student Center Dining Room
9:15 a.m. to 9:30 a.m.	..... B R E A K	
9:30 a.m. to 10:30 a.m.	EFFECTIVE CAREER COUNSELING AND GUIDANCE 1) Need for Vocational Education Counseling Dr. Richard White, Chairman of the Career Education Department Kamehameha Schools	Student Center Dining Room

2) Career Information Center

Miss Sharen Wago, Director
Career Information Center

10:30 a.m. to 11:30 a.m.	FAMILIARIZATION WITH EDUCATIONAL RESOURCES INFORMATION CENTER - RIE, ARM AND AIM	Student Center Dining Room

Dr. Lawrence Zane, Associate
Professor, College of Education
University of Hawaii

11:30 a.m. to 12:20 p.m.	VISIT TO MAUI COMMUNITY COLLEGE LEARNING CENTER	Learning Center

1) ERIC Information at MCC

Mrs. Gail Bartholomew
Assistant Librarian
Maui Community College

2) Learning Skills Laboratory

Dr. Peter Guay, Instructor
Maui Community College

12:30 p.m. to 1:30 p.m..... L U N C H ..... MAUI BEACH HOTEL

Introduction of Luncheon Speaker

Dr. Harold Luntey
Dean of Instruction
Maui Community College

Luncheon Address

Dr. Robert Swenson
Superintendent-President
Cabrillo College

1:30 p.m. to 2:15 p.m.	MAKING THE GENERAL EDUCATION CURRICULUM MORE RELEVANT: Career Development in the Curriculum of Hawaii's Public Schools	Student Center Dining Room

Mr. Wah Jim Lee
Executive Officer of Student Affairs
Department of Education

2:15 p.m. to 3:00 p.m.	MAKING THE GENERAL EDUCATION CURRICULUM MORE RELEVANT: Combining Occupational Program Content with Developmental Reading in the Community College Dr. Peter Guay, Instructor Maui Community College	Student Center Dining Room

3:00 p.m. to 3:15 p.m..... B R E A K.....

3:15 p.m. to 4:00 p.m.	GROUP SESSION - Participants should choose one of the following:	
	1) Individualized Instruction: Business Education Mr. Gerald St. James Instructor Kapiolani Community College	Business Bldg. Room 21
	2) Individualized Instruction: Building Trades Mr. Donald Ainsworth Instructor, in Building Trades, Maui Community College Mr. Michael Krawtz Instructor in Machine Shop Maui Community College	Student Center Conference Room
4:00 p.m. to 4:30 p.m.	TOUR OF VOCATIONAL-BUSINESS FACILITIES Mr. Donald Ainsworth Instructor in Building Trades, Maui Community College	
4:30 p.m. to 4:45 p.m.	CLOSING SESSION AND EVALUATION Dr. Lawrence Zane Associate Professor College of Education University of Hawaii	Student Center Dining Room

WHAT MAKES AN EFFECTIVE VOCATIONAL-TECHNICAL EDUCATION CURRICULUM?

A FALL WORKSHOP ON THE ISLAND OF KAUAI

Kauai Surf Hotel and Kauai Community College

Saturday, December 8, 1973

A G E N D A

8:00 a.m. to 8:30 a.m. — REGISTRATION — Waialeale Room

Miss Barbara Luckner and
Staff of Kauai Community College

8:30 a.m. to 8:45 a.m. — WELCOME — Waialeale Room

Mr. Barton Nagata
District Superintendent, Kauai Schools

Mr. Edward White, Provost
Kauai Community College

ORIENTATION

Mr. Nelson Muraoka, Coordinator
of Special Needs Program

INTRODUCTION OF KEYNOTE SPEAKER

Mr. Edward White, Provost
Kauai Community College

8:45 a.m. to 9:15 a.m. — "AN IRREVERENCE FOR RELEVANCE WITHOUT REFERENTS"

Dr. Robert Potter
Professor of Education
University of Hawaii

9:15 a.m. to 9:45 a.m..... B R E A K .....

9:45 a.m. to 10:45 a.m. — EFFECTIVE CAREER COUNSELING AND GUIDANCE — Waialeale Room

1) Need for Vocational Education Counseling

Dr. Richard White
Chairman of the Career Education Department
Kamehameha Schools

2) Career Information Center

Miss Sharen Wago, Director
Career Information Center

10:45 a.m. to 12:20 p.m. FAMILIARIZATION WITH EDUCATIONAL RESOURCES INFORMATION CENTER - RIE, ARM AND AIM

Dr. Lawrence Zane
Associate Professor of Education
University of Hawaii

12:30 p.m. to 1:30 p.m..... L U N C H .....

1:30 p.m. to 1:45 p.m. TASK ANALYSIS — Waialeale Room

Dr. Lawrence Inaba, Program Specialist
Department of Education

1:45 p.m. to 2:00 p.m. LONG-RANGE PLANS FOR VOCATIONAL-TECHNICAL EDUCATION

Dr. Lawrence Inaba

2:00 p.m. to 3:00 p.m. GROUP SESSION: Making the General Education Curriculum More Relevant: Participants should choose one of the following groups:

1) Combining Occupational Program Content with Developmental Reading in the Community College

Dr. Peter Guay, Instructor — Waialeale Room 1
English, Maui Community College

2) Career Development in the Curriculum of Hawaii's Public Schools

Mr. Wah Jim Lee — Waialeale Room 2
Executive Officer of Student Affairs
Department of Education

3:00 p.m. to 3:15 p.m..... B R E A K .....

3:15 p.m. to 4:15 p.m. INDIVIDUALIZED INSTRUCTION:

1) Business Education

Miss Susan Hoatson — Waialeale Room
Business Education Division Coordinator
Kauai Community College

Mr. William Koide
Instructor in Business Education
Kauai Community College

2) Modular Scheduling

Mr. Bob Tsuda — Waialeale Room
Instructor in Automotive Technology
Kauai Community College

4:15 p.m.
to
4:45 p.m.

1) Visit to the Business Education Facilities at Kauai Community College

Miss Susan Hoatson — Kauai Community College

Mr. William Koide

2) Visit to the Library at Kauai Community College: ERIC Resources

Miss Katherine Peters, Librarian
Kauai Community College

Mr. Glen Katahara — Kauai Community College
Media Specialist
Kauai Community College

WHAT MAKES AN EFFECTIVE VOCATIONAL-TECHNICAL EDUCATION CURRICULUM?

A FALL WORKSHOP ON THE ISLAND OF HAWAII

Waiakea Resort Village

Saturday, December 15, 1973

A G E N D A

8:00 a.m. to 8:30 a.m. — REGISTRATION — Kupuna Dining Room

Miss Barbara Luckner and
Staff of Hawaii Community College

8:30 a.m. to 8:45 a.m. — WELCOME — Kupuna Dining Room

Mr. Harry Chuck
District Superintendent of Education
Hawaii

ORIENTATION

Dr. Samson Shigetomi, State
Director of Vocational Education
University of Hawaii

INTRODUCTION OF KEYNOTE SPEAKER

Mr. Mitsugu Sumada, Provost
Hawaii Community College

8:45 a.m. to 9:15 a.m. — "WHAT MAKES FOR RELEVANCE IN A VOCATIONAL-TECHNICAL CURRICULUM?" — Kupuna Dining Room

Dr. Robert Potter
Professor of Education
University of Hawaii

9:15 a.m. to 9:45 a.m.....B R E A K.....

9:45 a.m. to 10:45 a.m. — EFFECTIVE CAREER COUNSELING AND GUIDANCE — Kupuna Dining Room

1) Need for Vocational Education Counseling

Dr. Richard White
Chairman of the Career Education Department
Kamehameha Schools

Host: Mr. Harold Nishimura

2) The Career Information Center

Miss Sharen Wago, Director
Career Information Center

Host: Mr. Kenneth Muranaka

10:45 a.m. to 12:20 p.m. — FAMILIARIZATION WITH EDUCATIONAL RESOURCES INFORMATION CENTER - RIE, ARM AND AIM — Kupuna Dining Room

Dr. Lawrence Zane, Associate
Professor of Education
University of Hawaii

12:30 p.m. to 1:30 p.m. ..... L U N C H ..... Inn of the Samurai

1:30 p.m. to 1:45 p.m. — TASK ANALYSIS — Kupuna Dining Room

Dr. Lawrence Inaba
Program Specialist
Department of Education

Host: Mrs. Alpha Kaneko

1:45 p.m. to 2:15 p.m. — COMBINING THEORY WITH WORK EXPERIENCE THROUGH APPRENTICESHIP — Kupuna Dining Room

Mr. Tsutomu Ikeda, Instructor
Hawaii Community College

Host: Mr. Tetsuya Murayama

2:15 p.m. to 3:00 p.m. — FIRST GROUP SESSION: Participants should choose one of the following two groups:

1) Helping the Poor Reader in the Vocational-Technical Subject — Halemaumau Showroom

Mr. Barry Edwards, Instructor
Developmental Reading
Hawaii Community College

Host: Mr. Tom Tanimoto

2) Career Development in the Curriculum of Hawaii's Public Schools — Kupuna Dining Room

Mr. Wah Jim Lee
Executive Officer of Student Affairs
Department of Education

Host: Mr. Kenneth Kameoka

3:00 p.m. to 3:15 p.m.....B R E A K.....

3:15 p.m. to 4:00 p.m. SECOND GROUP SESSION: Participants should choose one of the following two groups:

1) Individualized Instruction: Business Education

Mr. Gerald St. James — Kupuna Dining Room
Instructor in Business Education
Kapiolani Community College

Host: Mrs. Mamie Shaffer

2) Individualized Instruction: Building Trades

Mr. Donald Ainsworth — Halemaumau Showroom
Instructor in Building Trades
Maui Community College

Host: Mr. Otto Aurstad

4:15 p.m. to 4:45 p.m. VISIT TO HAWAII COMMUNITY COLLEGE LIBRARY ERIC MATERIALS AND MICROFICHE MACHINES

Mrs. Patricia Okamura — Hawaii Community College Library
Librarian
Hawaii Community College

Host: Mr. Raymond Iyo

IMPROVING VOCATIONAL-TECHNICAL EDUCATION

A SPRING WORKSHOP ON THE ISLAND OF OAHU

The Kamehameha Schools

Saturday, February 16, 1974

A G E N D A

8:30 a.m. to 9:00 a.m. REGISTRATION — Bishop Hall Lanai
EPDA Staff

9:00 a.m. to 9:45 a.m. WELCOME — Bishop Assembly Hall
Mr. Jack Darvill, President
The Kamehameha Schools

ORIENTATION

Mrs. Emiko Kudo, Administrator
Vocational Education
Department of Education

INTRODUCTION OF THE KEYNOTE SPEAKER

Dr. George Ikeda, Executive Secretary
State Advisory Council on Vocational
and Technical Education

KEYNOTE ADDRESS: THE NEED FOR EFFECTIVE VOCATIONAL COUNSELING AND GUIDANCE

Dr. Calvin Dellefield, Executive Director
National Advisory Council on Vocational Education

9:45 a.m. to 10:15 a.m.....B R E A K.....Bishop Hall Lanai

10:15 a.m. to 12:00 noon GROUP SESSIONS (These will be repeated in the afternoon)

1) CAREER PLANNING GAMES — Bishop Choral Room

Mr. Kenneth Okano, Program Specialist
Manpower Development and Training Program

2) VOCATIONAL-TECHNICAL STUDENTS: THE CHOSEN ONES Psychometric Testing — Bishop Assembly Hall

Dr. Jean Pezzoli, Psychometrist
Leeward Community College

12:00 noon to 1:00 p.m.....L U N C H.....Dining Hall

1:00 p.m. to 2:45 p.m. GROUP SESSIONS

1) VOCATIONAL-TECHNICAL STUDENTS: THE CHOSEN ONES — Bishop Assembly Hall

2) CAREER PLANNING GAMES — Bishop Choral Room

2:45 p.m. to 3:00 p.m.....B R E A K..... Bishop Hall Lanai

3:00 p.m. to 3:45 p.m. FINANCIAL AIDS — Bishop Assembly Hall

Mr. Wah Jim Lee, Administrator
Student Affairs, Department of Education

PROGRESS REPORT ON SELECTED VOCATIONAL-TECHNICAL EDUCATION PROJECTS IN THE STATE OF HAWAII

1) The Career Development Continuum Project
Department of Education

Mrs. Emiko Kudo and Mr. Wah Jim Lee

2) The Career Information Center

Miss Sharen Wago, Director

3) Education Professions Development Act, Part F Sections 553 and 554

Dr. Lawrence Zane, Project Director

ADJOURNMENT

IMPROVING VOCATIONAL-TECHNICAL EDUCATION

A SPRING WORKSHOP ON THE ISLAND OF KAUAI

Kauai Resort

Saturday, March 16, 1974

A G E N D A

8:30 a.m. to 9:00 a.m.	REGISTRATION EPDA and Kauai Community College Staff	Mokihana Room
9:00 a.m. to 9:45 a.m.	WELCOME Mr. Edward White, Provost Kauai Community College	
	ORIENTATION Mr. Russ Journigan Office of the Vice President for Community Colleges	
	INTRODUCTION OF THE KEYNOTE SPEAKER Mr. Barton Nagata, District Superintendent Kauai Schools	
	KEYNOTE ADDRESS: THE IMPLICATIONS OF THE STATE MASTER PLAN FOR VOCATIONAL EDUCATION Dr. George Ikeda, Executive Secretary State Advisory Council on Vocational and Technical Education	
9:45 a.m. to 10:15 a.m.	.....B R E A K.....	Mokihana Room
10:15 a.m. to 12:00 noon	LIFE CAREER GAME Dr. T. Antoinette Ryan, Researcher Professor Educational Research and Development Center University of Hawaii	
12:00 noon to 1:00 p.m.	.....L U N C H.....	Kahili Dining Room
1:00 p.m. to 2:45 p.m.	ORIENTATION TO CAREER COUNSELING THROUGH A TESTING PROGRAM Dr. Tim Gust, Chairman Department of Educational Psychology University of Hawaii	Mokihana Room

2:45 p.m. to 3:00 p.m.....B R E A K..... Mokihana Room

3:00 p.m. to 3:30 p.m. FINANCIAL AIDS

PROGRESS REPORT ON THE CAREER INFORMATION CENTER

Miss Sharen Wago, Director
Career Information Center

ADJOURNMENT

IMPROVING VOCATIONAL-TECHNICAL EDUCATION

A SPRING WORKSHOP ON THE ISLAND OF MAUI

Maui Community College

Saturday, March 23, 1974

A G E N D A

8:00 a.m. to 8:30 a.m. REGISTRATION — Student Lounge
EPDA and Maui Community College Staff and Students

8:30 a.m. to 8:45 a.m. WELCOME — Student Lounge
Mr. Glen Fishbach, Provost
Maui Community College

Mr. Andy Nii, District Superintendent
Maui District, Department of Education

ANNOUNCEMENTS

Mr. Walter Lai, Chairman
Business Division, Maui Community College

INTRODUCTION OF THE KEYNOTE SPEAKER

Mr. Toshio Seki, Curriculum Specialist
Maui District, Department of Education

8:45 a.m. to 9:30 a.m. KEYNOTE ADDRESS: THE ROLE OF MAUI'S PUBLIC EDUCATION INSTITUTIONS AND PROGRAMS IN MEETING MAUI COUNTY'S FUTURE NEEDS

The Honorable Elmer F. Cravalho
Mayor of the County of Maui

9:30 a.m. to 10:00 a.m.....B R E A K..... Student Lounge

10:00 a.m. to 11:30 a.m. GROUP SESSIONS (These will be repeated in the afternoon)

1) LIFE CAREER GAME — Student Lounge

Dr. T. Antoinette Ryan, Researcher Professor
Educational Research and Development Center
University of Hawaii

2) VOCATIONAL-TECHNICAL STUDENTS: THE CHOSEN ONES Psychometric Testing — Cafeteria

Dr. Jean Pezzoli, Psychometrist
Leeward Community College

11:30 a.m. to 12:30 p.m.....L U N C H..... Dining Room

12:30 p.m. to 1:30 p.m. PANEL DISCUSSION: FUTURE ECONOMIC TRENDS AND LABOR NEEDS IN MAUI COUNTY — Student Lounge

Moderator: Mr. Walter Lai

Future Developments in Maui County

Mr. Toshio Ishikawa, Deputy Planning Director
Maui County

Economic Trends as They Affect Public Education in Maui County

Mr. Paul Mancini, Executive Director
Lokahi Pacific

Future Labor Needs of Maui County

Mr. John Arisumi, Business Agent I.L.W.U.

Job Opportunities and Needs of Businesses in Maui County

Mr. Roger Knox, Manager
Maui Chamber of Commerce

1:30 p.m. to 3:00 p.m. GROUP SESSIONS

1) VOCATIONAL-TECHNICAL STUDENTS: CHOSEN ONES — Cafeteria

2) LIFE CAREER GAME — Student Lounge

3:00 p.m. to 3:15 p.m. FINANCIAL AIDS

CAREER INFORMATION CENTER PROGRESS REPORT — Student Lounge

Miss Sharen Wago, Director
Career Information Center

ADJOURNMENT

IMPROVING VOCATIONAL-TECHNICAL EDUCATION

A SPRING WORKSHOP ON THE ISLAND OF HAWAII

Waiakea Resort Village

Saturday, April 27, 1974

A G E N D A

8:00 a.m. to 8:30 a.m. REGISTRATION — C. Brewer Training Center

EPDA and Hawaii Community College Staff and Students

8:30 a.m. to 8:40 a.m. WELCOME

Dr. Kiyoto Mizuba, District Superintendent
Hawaii District, Department of Education

Mr. Mitsugu Sumada, Provost
Hawaii Community College

ANNOUNCEMENTS

8:40 a.m. to 9:45 a.m. PANEL DISCUSSION: CAREER OPPORTUNITIES: AFFIRMATIVE ACTION FOR MINORITIES

Moderator: Mr. Laurence Capellas
Curriculum Specialist
Hawaii District, Department of Education

Outlook for Job Opportunities

Mr. Lloyd Sadamoto, Director of Research and Development, Hawaii County

What is the Biggest Void in Preparation as Noted in Job Applications?

Mr. Edward L. Silva, Director of Personnel Services, Hawaii County

The Skill and Attitude that the Hotel Industry Would Like Their Employees to Possess

Mr. James Komeya, Manager
Waiakea Resort Village

The Problem as the Hawaiians See it

Mrs. Alma Cooper, Division Chairman
Speech, Hawaiiana
Hawaii Community College

9:45 a.m. to 10:15 a.m.....B R E A K.....

10:15 a.m. to 11:45 a.m. ORIENTATION TO PRE-INDUSTRIAL PREPARATION (PIP)

Team from Konawaena High and Intermediate School:
Mr. Ichiro Shikada, Vice-Principal
Mrs. Sue Sumida, Teacher, PIP English
Mr. Fred Renken, Teacher, PIP Math and Science
Mr. Nobuaki Ikeda, Teacher, Agricultural Technology and Ornamental Horticulture
Mr. Herbert Okano, Vocational Technical Counselor

Hostess: Miss Lorna May Sakado, Librarian
Konawaena High and Intermediate School

11:45 a.m. to 12:45 p.m.....L U N C H.....Inn of the Samurai

12:45 p.m. to 2:15 p.m. VOCATIONAL-TECHNICAL STUDENTS: THE CHOSEN ONES
Psychometric Testing

Dr. Jean Pezzoli, Psychometrist
Leeward Community College

Hostess: Mrs. Margaret Ushijima, Director of Student Services, University of Hawaii at Hilo

2:15 p.m. to 2:30 p.m.....B R E A K.....

2:30 p.m. to 2:45 p.m. FINANCIAL AIDS
CAREER INFORMATION CENTER PROGRESS REPORT

Miss Sharen Wago, Director
Career Information Center

Host: Mr. Kenneth Kameoka, Instructor in Electricity
Hawaii Community College

ADJOURNMENT

APPENDIX V

WORKSHOP TOPICS AND CONSULTANTS

KEYNOTE ADDRESSES

*An Irreverence for Relevance without Referents	Dr. Robert Potter, Professor Educational Foundations University of Hawaii
The Need for Effective Vocational Counseling and Guidance	Dr. Calvin Dellefield Executive Director National Advisory Council on Vocational Education
*The Department of Education's Long-Range Plans for Vocational-Technical Education	Mrs. Barbara Nakagawa Program Specialist Department of Education
*The Implications of the State Master Plan for Vocational Education	Dr. George Ikeda Executive Secretary State Advisory Council on Vocational and Technical Education
The Role of Maui's Public Education Institutions in meeting Maui County's Future Needs	The Honorable Elmer F. Cravalho Mayor of the County of Maui

PANEL DISCUSSIONS

*The Need for Vocational Education Counseling	Dr. Richard White Department Chairman Career Education The Kamehameha Schools Students from the Kamehameha Schools
*Future Economic Trends and Labor Needs in Maui County	Moderator: Mr. Walter Lai Department Chairman, Business Maui Community College
Future Developments in Maui County	Mr. Howard Nakamura Planning Director County of Maui
Economic Trends as They Affect Public Education in Maui County	Mr. Paul Mancini Executive Director Lokahi Pacific

Future Labor Needs of Maui County	Mr. John Arisumi Business Agent, I.L.W.U.
Job Opportunities and Needs of Businesses in Maui County	Mr. Roger Knox, Manager Maui Chamber of Commerce
*Career Opportunities: Affirmative Action for Minorities	Moderator: Mr. Laurence Capellas Curriculum Specialist Maui District Office
Outlook for Job Opportunities	Mr. Lloyd Sadamoto, Director Research and Development County of Hawaii
What is the Biggest Void in Preparation as Noted in Job Applications?	Mr. Edward Silva, Director Personnel Services County of Hawaii
The Skill and Attitude that the Hotel Industry Would Like Their Employees to Possess	Mr. James Komeya, Manager Waiakea Resort Village
The Problem as the Hawaiians See it	Mrs. Alma Cooper Division Chairman, Hawaiiana Hawaii Community College

PRESENTATIONS

*Familiarization with the Educational Resources Information Center (ERIC)	Dr. Lawrence Zane Associate Professor Curriculum and Instruction University of Hawaii
*Manpower Surveys	Dr. Ross Prizzia Research Consultant
*Task Analysis	Dr. Lawrence Inaba Program Specialist Department of Education
*Financial Aids	Mr. Wah Jim Lee Administrator Student Affairs Department of Education

GROUP SESSIONS

Combining Vocational-Technical Content with Remedial Reading in the Community College	Dr. Peter Guay Instructor, English Maui Community College
	Mrs. Marian Blanton Instructor, English Maui Community College
Helping the Poor Reader in the Vocational-Technical Subject	Mr. Barry Edwards Instructor, Reading Hawaii Community College
*Individualized Instruction: Business Education	Miss Susan Hoatson Instructor Kauai Community College
	Mr. William Koide Instructor Kauai Community College
	Mr. Gerald St, James Instructor Kapiolani Community College
Individualized Instruction: Building Trades	Mr. Donald Ainsworth Instructor Maui Community College
	Mr. Michael Krawtz Instructor Maui Community College
*Modular Scheduling	Mr. Bob Tsuda Instructor, Automotive Kauai Community College
Combining Theory with Work Experience through Apprenticeship	Mr. Alan Yonan Assistant Dean of Instruction Honolulu Community College
	Mr. Tsutomu Ikeda Coordinator, Apprenticeship Hawaii Community College
Long-Range Plans for Vocational-Technical Education	Dr. Lawrence Inaba Program Specialist Department of Education

*The Career Development Continuum Project	Mrs. Emiko Kudo Administrator, Vocational-Technical Education Department of Education
*The Career Information Center	Miss Sharen Wago, Director
*Career Planning Games	Mr. Kenneth Okano Program Specialist Manpower Development and Training Program
*Life Career Game	Dr. Antoinette Ryan Researcher Professor Educational Research and Development Center University of Hawaii
*Vocational-Technical Students: The Chosen Ones. Psychometric Testing	Dr. Jean Pezzoli Psychometrist Leeward Community College
*Orientation to Career Counseling through a Testing Program	Dr. Tim Gust, Chairman Educational Psychology Department of Education
*Orientation to Pre-Industrial Preparation (PIP)	Konawaena High and Intermediate School Mr. Ichiro Shikada Vice-Principal Mrs. Sue Sumida, Teacher PIP English Mr. Fred Renken, Teacher PIP Math and Science Mr. Nobuaki Ikeda, Teacher Agriculture and Ornamental Horticulture Mr. Herbert Okano, Vocational-Technical Counselor
Career Development in the Curriculum of Hawaii's Public Schools	Mr. Wah Jim Lee Administrator Student Affairs Department of Education

VISITS

Hamilton Library, University of Hawaii: ERIC Resources	Miss Carilyn Ogawa Lecturer, English Windward Community College
Maui Community College Learning Center:	
ERIC Resources	Mrs. Gail Bartholomew Librarian
Learning Skills Laboratory	Dr. Peter Guay Instructor, English
Vocational and Business Facilities at Maui Community College	Mr. Donald Ainsworth Instructor, Carpentry
Business Education Facilities at Kauai Community College	Miss Susan Hoatson Instructor, Business
	Mr. William Koide Instructor, Business
Kauai Community College Library: ERIC Resources	Miss Katherine Peters Librarian
	Mr. Glen Katahara Media Specialist

DISPLAYS

ERIC Materials and Machines	Mr. Tom Anderson, Manager Data Processing Center National Cash Register Co.
	Mr. Warren Higa Account Manager National Cash Register Co.
	Mr. Ronald Parks Account Manager National Cash Register Co.
	Mr. Robert Rieder, Manager Microfilm Division Earle M. Alexander, Ltd.
	Mr. Peter Wall Sales Representative Eastman Kodak Company
	Mr. Richard Yawata Sales Representative Bell and Howell Company

ERIC Materials and Machines at Hawaii Community College	Mrs. Patricia Okamura Librarian Hawaii Community College
Curriculum Materials	Project Coordinator and Staff

*Cassette tape recordings of the asterisked presentations are located at the Office of Dr. Lawrence F. H. Zane, College of Education, 1776 University Avenue, Honolulu, HI 96822.

APPENDIX VI

WORKSHOP PARTICIPANTS

SUMMARY

FALL WORKSHOPS: WHAT MAKES AN EFFECTIVE VOCATIONAL-TECHNICAL EDUCATION CURRICULUM?

		Participants	Others	Total Attendance
Oahu 1	Hilton Hawaiian Village	86	10	96
Oahu 2	Hilton Hawaiian Village	61	9	70
Maui	Maui Community College and Maui Beach Hotel	57	6	63
Kauai	Kauai Surf Hotel	41	2	43
Hawaii	Waiakea Resort Village	67	11	78
		312	38	350

SPRING WORKSHOPS: IMPROVING VOCATIONAL-TECHNICAL EDUCATION

		Participants	Others	Total Attendance
Oahu	Kamehameha Schools	115	3	118
Kauai	Kauai Resort	40	2	42
Maui	Maui Community College	63	4	67
Hawaii	C. Brewer Training Center	67	7	74
		285	16	301
	TOTAL (Fall and Spring)	597	54	651

APPENDIX VI
Continued
WORKSHOP PARTICIPANTS

FALL WORKSHOP - OAHU 1

October 13, 1973

THE DEPARTMENT OF EDUCATION

State Office

Inaba, Lawrence A.	Program Specialist, Trades and Industry
Kudo, Emiko	Administrator, Vocational-Technical Education
Lee, Wah Jim	Administrator, Student Affairs

Windward District Office

Sakai, Edward M.	Curriculum Specialist, Secondary Education

Schools

Aiea High

Arimoto, Jane Y.	Department Chairman, Business, Cooperative Education
Draper, Anna May I.	Teacher, Business Education
Ogasawara, Pauline M.	Teacher, Business Education
Terao, Agnes N.	Teacher, Home Economics
Yamada, Samuel H.	Teacher, Business Education

Campbell High

Cuizon, Lynn K.	Teacher, Home Economics

Castle High

Chang, Gordon H.	Teacher, Guidance
Craver, Grace	Teacher, Business Education
Cummings, Grace O.	Coordinator, Guidance Curriculum
Lopes, Clarence	Teacher, Health, Physical Education
Malina, Verlieann	Teacher, Business Education
Sakamoto, Wayne	Teacher, Guidance

Schools (contd.)

Farrington High

Ching, May Z.	Teacher, Business Education
Sekiya, Alice Y.	Teacher, Guidance
Shiroma, Nora N.	Counselor

Kailua High

Robertson, Eldora	Junior Counselor

Kalani High

Ito, Shizue	Teacher, Business Education
Pak-Chong, Gertrude	Counselor

King High and Intermediate

Curnow, William S.	Department Chairman, Industrial Arts

Leilehua High

Bergado, Janice	Teacher, Business Education
Campbell, Georgia	Teacher, Home Economics
Ferrell, Guy G.	Teacher, Business Education
Kaniaupio, Cynthia	Department Chairman, Home Economics
Kunishige, Doreen Y.	Teacher, Business Education
Sakai, Glenn T.	Teacher, Business Education
Sugimoto, Charlene K.	Teacher, Business Education

Nanakuli High and Intermediate

Mitsuyoshi, Richard	Counselor
Okimoto, Nelson	Teacher, Industrial Arts
Sonobe, James	Counselor

Waialua High

Toyama, Kenichi	Teacher, Mechanical Drawing

THE UNIVERSITY OF HAWAII SYSTEMS

Office of the Vice-President for Community Colleges

Journigan, Russell P.	

Office of the State Director for Vocational Education

Deai, Katherine K.	Project Coordinator, Allied Health Manpower Education
Lester, Michelle	Information Systems Specialist
Muraoka, Nelson	Coordinator, Special Needs Program

Career Information Center

Wago, Sharen	Director

Manpower Development and Training Program

Muraoka, Stanley K.	Instructor, Auto Mechanics
Ohara, James T.	Program Specialist
Oliver, Virginia E.	Instructor, Clerical Occupations

College of Education

Henna, Joyce	Teacher Trainee, Reading
Kadoi, Christina	Teacher Trainee
Ono, Sumie	Teacher Trainee, Political Science
Potter, Robert E.	Professor, Educational Foundations
Poyzer, Marvin	Professor, Industrial Education
Zane, Lawrence F.H.	Associate Professor, Trades and Industry and Technical Education

THE COMMUNITY COLLEGES

Honolulu Community College

Halberg, Herbert P.	Assistant Dean of Instruction
Hussman, Irene E.	Instructor, Cosmetology
Kamaura, Raymond M.	Department Chairman, Electronics
Martinez, Pat	Instructor, Cosmetology
Obayashi, Henry Y.	Instructor, Automotive Mechanics
Ryusaki, George A.	Instructor, Automotive Mechanics
Warner, Francis K.	Instructor, Heavy Equipment
Yokouchi, Harold	Talent Search Coordinator
Yonan, Alan	Assistant Dean of Instruction
Yoshikawa, Beng Poh	Counselor

Community Colleges (contd.)

Kapiolani Community College

Kalani, Henry B.	Coordinator, Cooperative Education
St. James, Gerald	Instructor, Business

Leeward Community College

DeSilva, Edward Jr.	Instructor, Drafting Technology
Kuroda, Cary S.	Instructor, Drafting
Okimoto, Norman H.	Instructor, Business
Palma, Ronald L.	Instructor, Business
Shibuya, Amy T.	Lecturer, Secretarial Science

Windward Community College

Fitzsimmons, James P.	Instructor, Police Science
Harada, Janet	Instructor, Social Sciences
Ogawa, Carilyn	Lecturer, English

Maui Community College

Ainsworth, Donald	Instructor, Carpentry
Guay, Peter	Instructor, English

Research Consultant

Prizzia, Ross

United States Navy

Pursel, John J.	Transition Officer

PRIVATE SCHOOLS

Elementary and Secondary Schools

Kamehameha Schools

Berrington, John R.	Teacher, Career Development
Hanson, Cherise L.	Teacher, Home Economics
Lee, Kristl W.	Counselor
Parsons, Francis J.	Teacher, Auto Mechanics
White, Richard A.	Department Chairman, Career Education

Private Schools (contd.)

Sacred Hearts Academy

Kuniyuki, Naomi	Curriculum Coordinator
Lindo, Barbara M.	Health, School Nurse
Molina, Mary J.	Department Chairman, Home Economics
Nobriga, Dorothy	Teacher, Business Education

Post-Secondary Institutions

Chaminade

Kirchner, Regina	Instructor, Reading

Church College of Hawaii

Iwami, Florence	Instructor, Business

ADVISORY COUNCILS AND COMMISSIONS

State Commission on Manpower and Full Employment

Kea, William C.	Commissioner; Retired Vice-President of Public Relations, Hawaiian Telephone Company
Leser, Curtin	Commissioner; Retired Manager, Manpower Planning, Hawaiian Electric Company

State Advisory Council on Vocational Education

Hagmann, Larry A.	Researcher, Vocational-Technical Education

FALL WORKSHOP - OAHU 2

October 27, 1973

THE DEPARTMENT OF EDUCATION

State Office

Inaba, Lawrence A.	Program Specialist, Trades and Industry
Katekaru, Clara I.	Program Specialist, Guidance
Lee, Wah Jim	Administrator, Student Affairs

Honolulu District Office

Won, Barbara	Curriculum Specialist, Secondary Education

Schools

Campbell High

Ramos, Frank	Coordinator, Distributive Education

Farrington High

Ching, May A.	Teacher, Business Education
Furuno, Florence	Teacher, Business Education
Ishii, Edna K.	Teacher, Guidance
Lee, Loretta	Teacher, Guidance, Career Development
Nishiiwa, Jean N.	Teacher, Business Education
Uyehara, Linda R.	Teacher, Home Economics
Yagi, Elaine	Teacher, Business Education
Yap, Thelma	Teacher, Guidance

Kailua High

Yamada, Kenneth K.	Teacher, Industrial Arts

Kaimuki High

Imanaka, Herbert T.	Principal
Lee, Valerie K.	Department Chairman, Social Studies
Taniguchi, Bessie S.	Coordinator, Business Education

King High and Intermediate

Sawada, Paul E.	Counselor

Schools (contd.)

Leilehua High

Creacy, Donald E.	Teacher, Drafting
Wong, Russell S.K.	Teacher, Industrial Arts

McKinley High

Yamanaka, Lillian	Cooperative Education, Vocational Counselor

Nanakuli High

Bailey, Margaret	Teacher, Guidance, Home Economics
Kamada, Kathy	Teacher, Home Economics

Radford High

Nakagawa, Lillian T.	Teacher, Business Education

Roosevelt High

Aio, Jerelene M.	Teacher, Business Education

Waianae High

Matsushima, Andrea	Counselor
Benton, Joseph	Teacher, Guidance

THE UNIVERSITY OF HAWAII SYSTEMS

Office of the Vice-President for Community Colleges

Kunisaki, Kenneth K.	Coordinator, Student Services

Office of the State Director for Vocational Education

Muraoka, Nelson	Coordinator, Special Needs Program
Shigetomi, Samson	State Director for Vocational Education

Career Information Center

Wago, Sharen	Director

College of Education

McGinty, Doris M.	Associate Professor, Curriculum and Instruction
Potter, Robert E.	Professor, Educational Foundations
Zane, Lawrence F.H.	Associate Professor, Curriculum and Instruction

THE COMMUNITY COLLEGES

Honolulu Community College

Foo, Herbert Y.S.	Instructor, Commercial Baking
Halberg, Herbert P.	Assistant Dean of Instruction
Yonan, Alan	Assistant Dean of Instruction

Kapiolani Community College

Hoe, Arline	Lecturer, Food Services
Sato, Gladys	Instructor, Food Service
St. James, Gerald	Instructor, Business

Leeward Community College

Bretz, Frederick H.	Counselor, Instructor, Psychology
Bumanglag, Elena M.	Division Chairman, Business
Decosin, Marri L.	Public Service Librarian
Harris, Holly B.	Counselor
White, Elaine K.F.	Counselor
Wong, Dick L.	Coordinator, Cooperative Education

Community Colleges (contd.)

Windward Community College

Burns, Jocelyn	Registrar
DeLoache, Robert E.	Instructor, Social Studies
Ogawa, Carilyn	Lecturer, English
Stoneman, Opal E.	Instructor, Business, Math, Technical Science

Maui Community College

Blanton, Marian	Instructor, English

Research Consultant

Prizzia, Ross

PRIVATE SCHOOLS

Elementary and Secondary Schools

Hawaii Baptist Academy

Ovitt, Rebecca S.	Elementary Principal

Kamehameha Schools

White, Richard A.	Department Chairman, Career Education

Sacred Hearts Academy

Jenkins, Sister Regina Mary	Counselor
Miller, Sister Katherine F.	Counselor

St. Andrew's Priory

Kirkpatrick, Judith O.	Counselor

St. Anthony's Kindergarten

Willems, Sister Simone M.	Teacher

Private Schools (contd.)

Star of the Sea

Medeiros, Catherine	Librarian
Sylvester, Paulette R.	Teacher, Business Education

Post-Secondary Institutions

Church College of Hawaii

Philip, Luseane	Teacher, Business

FALL WORKSHOP - MAUI

December 1, 1973

THE DEPARTMENT OF EDUCATION

State Office

Nakagawa, Barbara	Program Specialist, Home Economics

Maui District Office

Nii, Andy Y.	District Superintendent
Oishi, Darrell M.	Deputy District Superintendent
Seki, Toshio	Curriculum Specialist, Secondary Education

High and Intermediate Schools

Maui

Honda, Shufflo	Teacher, Business
Omuro, Richard H.	Counselor
Yoshimoto, Stanley H.	Teacher, Agriculture
Yoshimura, George S.	Counselor

Baldwin

Hazama, Michael	Principal
Izon, Mary A.	Teacher, Business Education
Kawahara, Doris T.	Teacher, Business Education

Laihainaluna

Hendershot, Esther N.	Teacher, Home Economics
Matsui, James N.	Teacher, Industrial Arts
Sakado, Robert K.	Teacher, Business Education

Lanai

Hew, Randall Y.T.	Teacher, Agriculture

Molokai

Bachelder, Diana J.	Teacher, PIP English
Keala, David	Vice-Principal
Meyers, Bruce K.	Teacher, Trades and Industry - Construction
Shizuma, Takeshi	Teacher, Agriculture
Toma, Byron H.	Teacher, Math

THE COMMUNITY COLLEGES

Maui Community College

Administration

Fishbach, Glen H.	Provost
Kameda, Stephen K.	Registrar and Financial Aids Officer
Luntey, Harold	Dean of Instruction
Ouye, Walter M.	Director, Community Services
Sakamoto, Clyde M.	Dean of Students

Counselors

Francis, Stephen M.	Counselor
Kobayashi, Lillian H.	Counselor for the Disadvantaged
Young, Ethel	Counselor

Librarian

Bartholomew, Gail	Assistant Librarian

Instructors

Distributive Education

Daniels, Ronald D.	Instructor, Hotel Operations
Masumoto, Sashiko	Instructor, Apparel Trades

Office Occupations

Drayson, Bertha P.	Instructor, Business
Enoki, Gary	Instructor, Accounting
Lai, Walter S.Y.	Chairman, Business Division
Mitcham, George P.	Instructor, Business
Nakasone, Ellen	Instructor, Business
Sano, Evelyn H.	Instructor, Business
Shimada, Richard K.	Instructor, Business

Trades and Industry

Ainsworth, Donald	Instructor, Building Trades
Krawtz, Michael J.	Instructor, Machine Shop
Lyon, Ralph	Instructor, Sheet Metal
Matsuda, Wallace	Instructor, Carpentry
Sano, George	Instructor, Drafting, Blue-Print Reading
Seriguchi, George	Instructor, Auto Mechanics
Texeira, Raymond H.	Instructor, Welding

Apprenticeship

Chong, Walbert S.	Instructor

Cooperative

Treadway, Douglas M.	Instructor

Kapiolani Community College

Loo, Sol Y.	Associate Dean of Instruction

Cabrillo Community College

Swenson, Robert E.	Superintendent-President

PRIVATE COLLEGE

Mauna Olu

Ziegler, John R.	Instructor, American Studies

TEACHER TRAINEE

Munro, Roger D.	Trades and Industry

12:30 p.m. to 1:30 p.m. — PANEL DISCUSSION: FUTURE ECONOMIC TRENDS AND LABOR NEEDS IN MAUI COUNTY — Student Lounge

Moderator: Mr. Walter Lai

Future Developments in Maui County

Mr. Howard Nakamura, Planning Director
Maui County

Economic Trends as They Affect Public Education in Maui County

Mr. Paul Mancini, Executive Director
Lokahi Pacific

Future Labor Needs of Maui County

Mr. John Arisumi, Business Agent I.L.W.U.

Job Opportunities and Needs of Businesses in Maui County

Mr. Roger Knox, Manager
Maui Chamber of Commerce

1:30 p.m. to 3:00 p.m. — GROUP SESSIONS

1. VOCATIONAL-TECHNICAL STUDENTS: THE CHOSEN ONES — Cafeteria
2. LIFE CAREER GAME — Student Lounge

3:00 p.m. to 3:15 p.m. — FINANCIAL AIDS — Student Lounge

CAREER INFORMATION CENTER PROGRESS REPORT

Miss Sharen Wago, Director
Career Information Center

ADJOURNMENT

FALL WORKSHOP - KAUAI

December 8, 1973

THE DEPARTMENT OF EDUCATION

Board of Education

Arinaga, Masashi	Kauai Member

Kauai District Office

Nagata, Barton H.	District Superintendent

High and Intermediate Schools

Kauai

Iwamoto, Clifton	Teacher, Secondary Special Education
Kojima, Yoshio	Principal
LaMadrid, Marina	Teacher, Home Economics
Teshima, Nancy N.	Teacher, Business Education

Kapaa

Muramaru, Jessie O.	Teacher, Business Education
Yamaguchi, Ann M.	Teacher, Home Economics

Waimea

Kimoto, James T.	Teacher, Business Education
Lindbo, William	Teacher, Industrial Arts

Elementary and Intermediate Schools

Eleele

Manoi, Viola	Librarian

Kaumakani

Taylor, Sarah S.	Librarian

KAUAI COMMUNITY COLLEGE

Administration

Carter, Reginald K.	Coordinator Community Services
Kishaba, Edward	Coordinator - Cooperative Education
Kohashi, Dorothy	Acting Dean of Instruction
Palama, Philip K.	Admissions Officer and Registrar
White, Edward T.	Provost

Counselor

Nishiguchi, Earl K.

Librarian/Media Specialist

Katahara, Glen	Media Specialist
Peters, Katherine	Librarian

Instructors

Business Education

Hoatson, Susan L.	Instructor
Koide, William T.	Instructor
Pang, Trude L.M.	Instructor
Yamaguchi, Joan L.	Instructor

Health

Kim, Maxine J.	Director of Nursing Education

Trades and Industry

Shimokawa, Minoru	Instructor, Auto Body Repair and Painting
Tsuda, Bob	Instructor, Automotive Technology
Yamaguchi, Walter	Instructor, Automotive Technology

Other

Higa, Bill Y.	Instructor, Science
Summers, J. Mark	Instructor, English

PRIVATE SCHOOLS

St. Catherine's Elementary

Kasil, Sister Bridget	Vice Principal
Macasera, Sister Felicitas	Principal

TEACHER TRAINEE

Tanodra, Valentino L.	Trades and Industry

FALL WORKSHOP - HAWAII

December 15, 1973

THE DEPARTMENT OF EDUCATION

Hawaii District Office

Manalili, Donald L.	Coordinator, Operation Tutor and Parent Involvement
Mizuba, Kiyoto	Deputy District Superintendent
Ueda, George	Curriculum Specialist, Instructional Materials

Schools

Hilo High

Iwanaka, Kenneth T.	Teacher, Business Education
Kawachika, Robert Y.	Teacher, Business Education
Kunishige, Yaeko	Teacher, Business Education
Sako, Tokuma	Teacher, Agriculture
Tanaka, Yoshiichi	Counselor
Torigoe, Margaret A.	Substitute Teacher and Librarian

Hilo Intermediate

Raabe, Doris F.	Teacher, Home Economics

Honokaa High and Elementary

Garcia, June Y.	Teacher, Home Economics
Miyazaki, Laura E.	Teacher, Business Education
Moeller, Matilda	Teacher, Business Education

Ka'u High

Kleckner, Linda	Teacher, Home Economics
Lee, Sammy	Counselor
Sasaki, Richard I.	Teacher, Agriculture

Konawaena High and Intermediate

Sakado, Lorna May N.	Librarian
Simmons, Abraham L.	Teacher, Business Education

Schools (contd.)

Laupahoehoe High and Elementary

Murota, Albert K.	Teacher, Agriculture
Otomo, Jane S.	Teacher, Home Economics

Waiakea Intermediate

Taketa, Fujio	Counselor

Kapiolani Elementary

Akiyama, Charlotte	Special Education
Shigemura, Rosalind	Teacher

THE UNIVERSITY OF HAWAII AT HILO

Cabral, Dennis L.	Special Student Services Counselor
Fukamizu, Raymond H.	Counselor, Career Development
Wong, Sharon L.S.	Coordinator, Housing, Counseling and Testing
Yorita, Peggy A.	Assistant Specialist in Student Services

HAWAII COMMUNITY COLLEGE

Administration

Goto, Alfred	Dean of Instruction
Sumada, Mitsugu	Provost

Librarian/Media Specialist

Okamura, Patricia	Librarian
Okuda, Robert T.	Media Specialist

Agriculture

Ikeda, David T.	Instructor

Business Education

Ching, Gordon T.H.	Instructor
Onouye, Marsha M.	Instructor
Shaffer, Audrey M.	Division Chairman

Hawaii Community College (contd.)

Distributive Education

Ayers, Edra	Instructor

Food Services

Aurstad, Otto E.	Instructor
Sherrard, Joseph K.	Instructor

Health

Lau, Emma K.S.	Instructor, Nursing

Trades and Industry

Costa, Anthony M.	Instructor, Machine Shop
Ikeda, Tsutomu T.	Coordinator, Apprenticeship
Iyo, Raymond H.	Instructor, Auto Body Repair/Painting/ Machine Shop
Kameoka, Kenneth K.	Instructor, Electricity
Muranaka, Kenneth K.	Instructor, Sheetmetal/Welding
Murayama, Tetsuya	Instructor, Auto Mechanics
Nishimura, Harold A.	Instructor, Carpentry
Pang, Kam M.	Instructor, Electricity
Shimizu, Yoshiaki	Instructor, Drafting
Tanimoto, Tom S.	Instructor, Carpentry
Walker, Wayne D.	Instructor, Data Processing

Other

Cooper, Alma K.	Division Chairman, Speech, Hawaiiana
Edwards, Barry A.	Instructor, Developmental Reading

Student Teacher

Wicker, Anna L.	Instructor, Business Education

PRIVATE INDUSTRY

Fujita, Edwin H.	Electronics Technician, Hawaiian Telephone Company
Kaneko, Alpha W.	Cosmetologist, Alpha's Beauty Shop
Mine, George	Director, American Red Cross
Nako, Fay	Realtor, Fay Nako Realty
Shiraishi, Gail K.	Cosmetologist, Alpha's Beauty Shop

SPRING WORKSHOP - OAHU

February 16, 1974

THE DEPARTMENT OF EDUCATION

State Office

Katekaru, Clara I.	Program Specialist, Guidance
Kudo, Emiko	Administrator, Vocational-Technical Education
Lee, Wah Jim	Administrator, Student Affairs
Nakagawa, Barbara	Program Specialist, Home Economics

Leeward District Office

Miyamoto, Shirley M.	Curriculum Specialist, Secondary Education

Windward District Office

Sakai, Edward M.	Curriculum Specialist, Secondary Education

Schools

Aiea High

Arimoto, Jane Y.	Department Chairman, Business, Cooperative Education
Yamada, Samuel H.	Teacher, Business Education

Campbell High

Cuizon, Lynn K.	Teacher, Home Economics
Ramos, Frank	Coordinator, Distributive Education

Castle High

Chang, Gordon H.I.	Teacher, Guidance
Cummings, Grace O.	Coordinator, Guidance Curriculum
Malina, Verlieann	Teacher, Business Education

Farrington High

Ching, May Z.	Teacher, Business Education
Ishii, Edna K.	Teacher, Guidance
Lee, Loretta	Teacher, Guidance, Career Development

Schools (contd.)

Nishiiwa, Jean N.	Teacher, Business Education
Sekiya, Alice Y.	Teacher, Guidance
Shiroma, Nora N.	Counselor
Uyehara, Linda R.	Teacher, Home Economics
Yamato, Margaret T.	Teacher, Guidance

Kailua High

Robertson, Eldora	Junior Counselor
Yamada, Kenneth K.	Teacher, Industrial Arts, Electronics

Kaimuki High

Blaisdell, Rowena L.	Guidance, Career Development
Imanaka, Herbert T.	Principal
Lee, Valerie K.	Department Chairman, Social Studies
Taniguchi, Bessie S.	Coordinator, Business Education

Kalani High

Ito, Shizue	Teacher, Business Education

King High and Intermediate

Curnow, William S.	Department Chairman, Industrial Arts
Sawada, Paul E.	Counselor

Leilehua High

Bergado, Janice	Teacher, Business Education
Campbell, Georgia	Teacher, Home Economics
Ferrell, Guy C.	Teacher, Business Education
Kaniaupio, Cynthia	Department Chairman, Home Economics
Kunishige, Doreen Y.	Teacher, Business Education
Sakai, Glenn T.	Teacher, Business Education
Sugimoto, Charlene K.	Teacher, Business Education
Wong, Russell S.K.	Teacher, Industrial Arts

McKinley High

Yamanaka, Lillian	Cooperative Education, Vocational Counselor

Schools (contd.)

Nanakuli High and Intermediate School

Bailey, Margaret	Teacher, Guidance, Home Economics

Radford High

Nakagawa, Lillian T.	Teacher, Business Education

Roosevelt High

Aio, Jerelene M.	Teacher, Business Education

Waipahu High

Ono, Yaeko M.	Counselor
Ouye, Catherine E.	College Guidance
Zukemura, Trudy M.	Teacher, Guidance
Benton, Joseph	Teacher, Guidance
Lopes, Clarence	Teacher, Health, Physical Education.

Department of Education, Government of Fiji

Buadromo, Rokobuli	Education Officer, Industrial Arts.

THE UNIVERSITY OF HAWAII SYSTEMS

Office of the Vice-President for Community Colleges

Kunisaki, Kenneth K.	Coordinator, Student Services

Office of the State Director of Vocational Education

Lester, Michelle	Information Systems Specialist
Muraoka, Nelson	Coordinator, Special Needs Program
Shigetomi, Samson	State Director for Vocational Education

Career Information Center

Sakaguchi, Christine D.	Editor
Wago, Sharen	Director

Manpower Development and Training Program

Muraoka, Stanley K.	Instructor, Auto Mechanics
Okano, Kenneth	Program Specialist
Oliver, Virginia E.	Instructor, Clerical Occupations

College of Education

Kadoi, Christina O.	Teacher Trainee
Matsunaga, Kaoru	Teacher Trainee, Trades and Industry
Zane, Lawrence F.H.	Associate Professor, Trades and Industry and Technical Education

College of Continuing Education and Community Service

D'Arcy, Gerald	Researcher

THE COMMUNITY COLLEGES

Honolulu Community College

Hussman, Irene E.	Instructor, Cosmetology
Kamaura, Raymond M.	Department Chairman, Electronics
Ryusaki, George A.	Instructor, Auto Mechanics
Warner, Francis K.	Instructor, Heavy Equipment
Yoshikawa, Beng Poh	Counselor

Kapiolani Community College

Bracena, Debbie	Student, Health
Brodd, Donna R.	Coordinator, Nursing
Chu, Donald S.P.	Instructor, Data Processing
Hoe, Arline	Lecturer, Food Services
Kalani, Henry B.	Coordinator, Cooperative Education
Matsumura, Isao	Counselor
Matsuura, Barbara S.	Counselor, Financial Aid Officer
Morioka, June M.	Instructor, Medical Assisting
Sato. Gladys	Instructor, Food Services
Watanabe, Joyce M.	Instructor, Health Occupations

Leeward Community College

Bretz, Frederick H.	Counselor, Instructor, Psychology
DeSilva, Edward Jr.	Instructor, Drafting Technology
Furutani, Francis K.	Division Chairman, Vocational-Technical Education
Harris, Holly B.	Counselor

Community Colleges (contd.)

Kuroda, Cary S.	Instructor, Drafting
Palma, Ronald L.	Instructor, Business
Pezzoli, Jean	Psychometrist
Shibuya, Amy T.	Lecturer, Secretarial Science
White, Elaine K.F.	Counselor

Windward Community College

DeLoache, Robert E.	Instructor, Social Studies
Fitzsimmons, James P.	Instructor, Police Science
Stoneman, Opal E.	Instructor, Business, Math, Technical Science

Micronesian Occupational Center

Suta, Anita R.	Dean of Instruction

PRIVATE SCHOOLS

Elementary and Secondary Schools

Kamehameha Schools

Berrington, John R.	Career Development
Darvill, Jack	President
Hanson, Cherise L.	Teacher, Home Economics
Jeter, Ernest	Coordinator, Work Study
Lee, Kristl W.	Counselor
Parsons, Francis J.	Teacher, Auto Mechanics
White, Richard A.	Department Chairman, Career Education

Sacred Hearts Academy

Jenkins, Sister Regina Mary	Counselor
Lindo, Barbara M.	Health, School Nurse
Miller, Sister Katherine F.	Counselor
Molina, Mary J.	Department Chairman, Home Economics
Nobriga, Dorothy M.	Department Chairman, Business Education

St. Anthony's Kindergarten

Willems, Sister Simone M.	Teacher

Private Schools (contd.)

Star of the Sea

Minner, Sister Catherine M.	Director, Guidance Services
Sylvester, Paulette R.	Teacher, Business Education

Post-Secondary Institutions

Church College of Hawaii

Harper, Lavina	Program Director, Family Living
Iwami, Florence	Instructor, Business
Philip, Luseane	Instructor, Business

Hawaii Loa College

Temple, A.L.	Director, PREP Program

Hawaii Pacific College

Lehrer, Marc	Director, Guidance

International Correspondence School

Lubitz, Donald A.	Educational Consultant

ADVISORY COUNCILS AND COMMISSIONS

National Advisory Council on Vocational Education

Dellefield, Calvin	Executive Director
McDowell, Donald	Member

State Commission on Manpower and Full Employment

Kea, William C.	Commissioner, Retired Vice-President of Public Relations, Hawaiian Telephone Company

State Advisory Council on Vocational Education

Hagmann, Larry A.	Researcher, Vocational-Technical Education
Ikeda, George	Executive Secretary

SPRING WORKSHOP - KAUAI

March 16, 1974

THE DEPARTMENT OF EDUCATION

Kauai District Office

Morita, Edward S.	Curriculum Specialist, Adult Education
Nagata, Barton H.	District Superintendent
Ono, Champ S.	Curriculum Specialist, Secondary Education
Ueunten, Chiyo G.	ESEA, Title I Outreach Counselor

High and Intermediate Schools

Kauai

Iwamoto, Clifton S.	Teacher, Secondary Special Education
La Madrid, Marina	Teacher, Home Economics
Teshima, Nancy N.	Teacher, Business Education

Kapaa

Muramaru, Jessie O.	Teacher, Business Education
Tasaka, Clyde K.	Counselor

Waimea

Ho, Naoko H.	Teacher, Home Economics
Kimoto, James T.	Teacher, Business Education
Lindbo, William D.	Teacher, Industrial Arts

Elementary and Intermediate School

Eleele

Manoi, Viola M.	Librarian

KAUAI COMMUNITY COLLEGE

Administration

Carter, Reginald K.	Coordinator of Community Services
Kishaba, Edward	Coordinator of Cooperative Education
Kohashi, Dorothy	Acting Dean of Instruction
Palama, Philip K.	Admissions Officer and Registrar
White, Edward T.	Provost

Community Colleges (contd.)

Counselor

Nishiguchi, Earl K.	

Instructors

Business Education

Hoatson, Susan L.	Instructor
Koide, William T.	Instructor
Pang, Trude L.M.	Instructor
Yamaguchi, Joan L.	Instructor

Health

Kim, Maxine J.	Director of Nursing Education

Trades and Industry

Shimokawa, Minoru	Instructor, Auto Body and Painting
Tsuda, Bob	Instructor, Automotive Technology
Yamaguchi, Walter	Instructor, Automotive Technology
Yoshii, Kiyoshi	Instructor, Welding

Other

Higa, Bill Yasuo	Instructor, Science
Summers, J. Mark	Instructor, English
Toda, Alvin E.	Instructor, Science

PRIVATE SCHOOLS

St. Catherine's Elementary

Kasil, Sister Bridget	Vice-Principal
Macasera, Sister Felicitas	Principal

TEACHER TRAINEE

Tanodra, Valentino L.	Trades and Industry

SPRING WORKSHOP - MAUI

March 23, 1974

THE DEPARTMENT OF EDUCATION

State Office

Kanzaki, Frank	Program Specialist, Industrial Arts

Maui District Office

Oishi, Darrell M.	Deputy District Superintendent
Seki, Toshio	Curriculum Specialist, Secondary Education

High and Intermediate Schools

Baldwin

Izon, Mary Ann	Teacher, Business
Kawahara, Doris I.	Teacher, Business
Shimada, Harry	Teacher, Auto Mechanics
Takahashi, Robert S.	Counselor
Tanabe, Mary	Teacher, Vocational Education Guidance

Maui

Griffith, Evalyn J.	Counselor
Honda, Shufflo S.	Teacher, Business
Ishii, Dennis M.	Teacher, Industrial Arts
Omuro, Richard H.	Counselor
Yoshimoto, Hideo S.	Teacher, Agriculture
Yoshimura, George S.	Counselor

Iao Intermediate

Lindsey, Edwin	Teacher, Health

Lahainaluna

Hendershot, Esther N.	Teacher, Home Economics
Matsui, James N.	Teacher, Industrial Arts
Murakami, Ralph	Principal
Sakado, Robert K.	Teacher, Industrial Arts

Schools (contd.)

Lanai

Hew, Randall Y.T.	Teacher, Agriculture
Hotta, Earle S.	Counselor

Molokai

Bacheider, Diana J.	Teacher, Reading, PIP English
Keaia, David	Vice Principal
Meyers, Bruce K.	Teacher, Construction
Shizuma, Takeshi	Teacher, Agriculture
Toma, Byron H.	Teacher, Math/Science

THE COMMUNITY COLLEGES

Maui

Administration

Fishbach, H. Glen	Provost
Luntey, Harold	Dean of Instruction
Ouye, Walter M.	Director of Public Services
Sakamoto, Clyde M.	Dean of Students

Counselor

Francis, Stephen M.

Distributive Education

Daniels, Ronald D.	Instructor, Hotel Operations
Mitcham, George P.	Instructor, Distributive Education

Office Occupations

Drayson, Bertha L.	Instructor, Business
Enoki, Gary T.	Instructor, Accounting
Lai, Walter S.Y.	Chairman, Business Division
Nakasone, Ellen K.	Instructor, Business
Sano, Evelyn H.	Instructor, Business
Shimada, Richard K.	Instructor, Business

Community Colleges (contd.)

Trades and Industry

Kim, Bonami J.	Instructor, Carpentry
Krawtz, Michael J.	Instructor, Technical Math
Lyon, Ralph	Chairman, Vocational-Technical Education Division
Matsuda, Wallace M.	Instructor, Carpentry
Sano, George	Instructor, Drafting/Blueprint Reading
Seriguchi, George K.	Instructor, Automotive Technology

Apprenticeship

Bulusan, Alfredo	Instructor, Carpentry
Inciong, Rodney	Instructor, Electricity

Community College of Micronesia

Taura, Juliette K.	Instructor, Elementary Teacher Training

GOVERNMENT, BUSINESS AND LABOR

State Government

Lipsher, Julian	Public Health Educator, State Department of Health
Medina, Rick	Representative, State of Hawaii Legislature

County of Maui

Cravalho, Elmer F.	Mayor
Ishikawa, Toshio	Deputy Planning Director
Petro, Paul	Lieutenant, Maui Police Department

Business Community

Cohen, Judith	Manager, Liberty House (Kahului)
Kawahara, Ronald	Accountant, R. Kawahara Management Services
Knox, Roger	Manager, Maui Chamber of Commerce
Mancini, Paul	Executive Director, Lokahi Pacific
Whittemore, Cindy	Personnel Manager, Liberty House (Kahului)

Labor

Arisumi, John Y.	Business Agent, ILWU Local 142 (Maui County Division)

SPRING WORKSHOP - HAWAII

April 27, 1974

THE DEPARTMENT OF EDUCATION

Hawaii District Office

Capellas, Laurence	Curriculum Specialist, Secondary Education
Jose, Dorothy I.	School Social Worker
Manalili, Donald L.	Coordinator, Operation Tutor and Parent
Mizuba, Kiyoto	Acting District Superintendent
Ueda, George	Curriculum Specialist, Instructional Materials

Schools

Hilo High

Iwanaka, Kenneth T.	Teacher, Business Education
Kawachika, Robert Y.	Teacher, Business Education
Kunishige, Yaeko	Teacher, Business Education
Sako, Tokuma	Teacher, Agriculture
Tanaka, Yoshiichi	Counselor

Hilo Intermediate

Raabe, Doris F.	Teacher, Home Economics

Honokaa High

Garcia, June Y.	Teacher, Home Economics
Miyazaki, Laura E.	Teacher, Business Education
Moeller, Matilda	Teacher, Business Education

Ka'u High

Fujimori, Robert K.	Teacher, Business Education
Herrington, Larry D.	Special Motivation Counselor
Kleckner, Linda L.	Teacher, Home Economics
Lee, Sammy	Counselor
Mashiyama, Richard A.	Outreach Counselor
Nakatani, Art A.	Teacher, Practical Arts, Auto
Sasaki, Richard I.	Teacher, Agriculture

Schools (contd.)

Konawaena High and Intermediate

Ikeda, Nobuaki	Teacher, Agriculture/Ornamental Horticulture
Okano, Herbert	Vocational-Technical Counselor
Renken, A. Fred	Teacher, PIP Math/Science
Sakado, Lorna May N.	Librarian
Shikada, Ichiro	Vice-Principal
Simmons, Abraham L.	Teacher, Business Education
Sumida, Sue	Teacher, PIP English

Kalanianaole Elementary and Intermediate

Kurashige, James T.	Principal

Kapiolani Elementary

Akiyama, Charlotte	Teacher, Special Education
Shigemura, Rosalind	Teacher

Waimea Elementary and Intermediate

Rufo, Paul	Teacher, Industrial Arts

Substitute Teacher

Yamada, Jo-Anne A.

HAWAII COMMUNITY COLLEGE

Administration

Goto, Alfred	Dean of Instruction
Sumada, Mitsugu	Provost

Counselor

Reimer, Elizabeth	Counselor for the Handicapped

Agriculture

Ikeda, David T.	Instructor

Community College (contd.)

Business Education

Balada, Marsha M.	Instructor
Ching, Gordon T.H.	Instructor
Kurokawa, Ronald K.	Instructor
Shaffer, Audrey M.	Division Chairman

Food Services

Aurstad, Otto E.	Instructor
Sherrard, Joseph K.	Instructor

Health

Lau, Emma K.S.	Instructor, Nursing

Trades and Industry

Iyo, Raymond H.	Instructor, Auto Body Repair/Painting/ Machine Shop
Kameoka, Kenneth K.	Instructor, Electricity
Muranaka, Kenneth K.	Instructor, Sheet Metal/Welding
Murayama, Tetsuya	Instructor, Auto Mechanics
Nishimura, Harold A.	Instructor, Carpentry
Pang, Kam M.	Instructor, Electricity
Shimizu, Yoshiaki	Instructor, Drafting
Tanimoto, Tom S.	Instructor, Carpentry
Walker, Wayne	Instructor, Data Processing

Other

Cooper, Alma K.	Division Chairman, Speech, Hawaiiana

THE UNIVERSITY OF HAWAII AT HILO

Fukamizu, Raymond H.	Counselor, Career Development
Ushijima, Margaret S.	Dean of Students
Yorita, Peggy A.	Assistant Specialist in Student Services

HILO COLLEGE

Smith, Blake W.H.	Director of Development

PRIVATE SCHOOLS

St. Joseph High

Fernandes, Dorothy	Teacher, Business Education

Hilo School of Beauty

Fortino, Hilda N.	Principal

COUNTY GOVERNMENT

Sadamoto, Lloyd	Director of Research and Development
Silva, Edward L.	Director of Personnel Services

PRIVATE INDUSTRY

Fujita, Edwin H.	Electronics Technician, Hawaiian Telephone Company
Komeya, James	Manager, Waiakea Resort Village

APPENDIX VII

WORKSHOP EVALUATION FORM

E V A L U A T I O N

We need your cooperation to help us plan and improve subsequent workshops in this series.

Will you please answer the following questions and return the form to Barbara Luckner at the end of the workshop or mail to:

Barbara Luckner
Curriculum and Instruction
College of Education
1776 University Avenue, Wist Hall 216
Honolulu, Hawaii 96822

PURPOSE OF THE WORKSHOP: To disseminate information and/or resource materials on the development of vocational-technical education curriculum.

1. How would you evaluate the workshop's achievement of the stated purpose?

   a. Excellent b. Good c. Average d. Fair e. Poor

2. Please circle the appropriate number on the right to indicate your evaluation of the presentations you attended.

	Excellent	Good	Average	Fair	Poor
a. The Keynote Address: What Makes for Relevance in a Vocational-Technical Curriculum?	5	4	3	2	1
b. Need for Vocational Education Counseling	5	4	3	2	1
c. Career Information Center	5	4	3	2	1
d. Familiarization with ERIC	5	4	3	2	1
e. Task Analysis	5	4	3	2	1
f. Combining Theory with Work Experience through Apprenticeship	5	4	3	2	1
g. Helping the Poor Reader in the Vocational-Technical Subject	5	4	3	2	1

	Excellent	Good	Average	Fair	Poor
h. Career Development in the Curriculum of Hawaii's Public Schools	5	4	3	2	1
i. Individualized Instruction: Business Education	5	4	3	2	1
j. Individualized Instruction: Building Trades	5	4	3	2	1
k. Visit to Hawaii Community College Library: ERIC Resources	5	4	3	2	1

3. In your opinion, what were the major shortcomings of the workshop, particularly with regard to the topics, presentations, and information disseminated?

4. What changes would you recommend for further workshops with the same stated purpose?

5. What specific topics and kinds of information would you suggest for presentation and dissemination at future workshops with the same stated purpose?

6. Do you think you will be able to implement any of the ideas presented at this workshop in your own classroom, library, school, community college? Please specify.

7. Additional Remarks

Signature (optional) _____

Date: _____

FALL WORKSHOP ON OAHU - 1
October 13, 1973

E V A L U A T I O N S

Total Number of Participants: 96
Number registering for U.H. credit: 43
Number of Evaluation forms received: 51

General rating: Excellent: 9; Good: 31; Average: 6; Fair: 2; Blank: 3

Presentations found most useful:

a. The Keynote Address: An Irreverence for Relevance Without Referents: 15

b. Need for Vocational Education Counseling: 21

c. Career Information Center: 19

d. Familiarization with ERIC: 36

e. Manpower Surveys: 3

f. Task Analysis: 5

g. Combining Vocational-Technical Content with Remedial Reading in the Community College: 10

h. Career Development in the Curriculum of Hawaii's Public School: 4

i. Apprenticeship: 6

j. Individualized Instruction: Business Education: 6

k. Individualized Instruction: Building Trades: 7

FALL WORKSHOP ON OAHU - 2
October 27, 1973

E V A L U A T I O N S

Total Number of Participants: 70
Number registering for U.H. Credit: 21
Number of Evaluation Forms received: 20

General rating: Excellent: 2; Good: 11; Average: 5; Fair: 1; Blank: 1

Rating of Presentations	Excellent	Good	Average	Fair	Poor
a. The Keynote Address: An Irreverence for Relevance Without Referents	3	8	9	-	-
b. Need for Vocational Education Counseling	3	14	2	1	-
c. Career Information Center	5	6	9	-	-
d. Familiarization with ERIC	7	11	-	1	-
e. Manpower Surveys	2	8	5	3	-
f. Task Analysis	1	8	8	1	-
g. Combining Vocational-Technical Content with Remedial Reading in the Community College	-	2	-	1	-
h. Career Development in the Curriculum of Hawaii's Public Schools	2	11	2	-	-
i. Apprenticeship	1	1	-	-	-
j. Individualized Instruction: Business Education	3	1	1	-	-
k. Field Trip to Hamilton Library	1	3	2	1	-

FALL WORKSHOP ON MAUI
December 1, 1973

E V A L U A T I O N S

Total Number of Participants: 63
Number registering for U.H. credit: 28
Number of Evaluation forms received: 22

General rating: Excellent: 5; Good: 12; Average: 4; Blank: 1

Rating of Presentations	Excellent	Good	Average	Fair	Poor
a. The Keynote Address: The Department of Education's Long-Range Plans for Vocational-Technical Education	4	10	7	-	-
b. Need for Vocational Education Counseling	5	12	2	1	-
c. Career Information Center	6	11	2	1	-
d. Familiarization with ERIC	14	8	-	-	-
e. Visit to Maui Community College Learning Center:					
1. ERIC Information at M.C.C.	6	11	5	-	-
2. Learning Skills Laboratory	6	13	3	-	-
f. Luncheon Address	12	5	3	-	-
g. Career Development in the Curriculum of Hawaii's Public Schools	2	10	8	1	-
h. Combining Occupational Program Content with Developmental Reading in the Community College	3	13	4	-	-
i. Individualized Instruction: Business Education	6	6	-	-	-
j. Individualized Instruction: Building Trades	6	5	-	-	-
k. Tour of Vocational/Business Facilities at M.C.C.	4	1	1	-	-

FALL WORKSHOP ON KAUAI
December 8, 1973

E V A L U A T I O N S

Total Number of Participants: 43
Number registering for U.H. credit: 15
Number of Evaluation forms received: 16

General rating: Excellent: 8; Good: 6; Fair: 1; Blank: 1

	Excellent	Good	Average	Fair	Poor
a. The Keynote Address: An Irreverence for Relevance Without Referents	4	6	1	2	-
b. Need for Vocational Education Counseling	3	9	2	-	-
c. Career Information Center	1	8	1	-	1
d. Familiarization with ERIC	8	5	1	-	-
e. Task Analysis	1	5	4	-	2
f. Long-range Plans for Vocational-Technical Education	2	7	2	-	2
g. Combining Occupational Program Content with Developmental Reading in the Community College	3	3	1	-	-
h. Career Development in the Curriculum of Hawaii's Public Schools	3	7	1	-	-
i. Individualized Instruction: Business Education	5	8	1	-	-
j. Individualized Instruction: Modular Scheduling	6	6	3	-	-
k. Visit to the Business Education Facilities at Kauai Community College	1	1	-	-	-
l. Visit to the Library at Kauai Community College: ERIC Resources	1	2	-	-	-

FALL WORKSHOP ON HAWAII
December 15, 1973

E V A L U A T I O N S

Total Number of Participants: 78
Number registering for U.H. credit: 40
Number of Evaluation forms received: 28

General rating: Excellent: 5; Good: 16; Average: 4; Blank: 3

Rating of Presentations	Excellent	Good	Average	Fair	Poor
a. The Keynote Address: What Makes for Relevance in a Vocational-Technical Curriculum	9	9	6	2	-
b. Need for Vocational Education Counseling	4	18	3	2	1
c. Career Information Center	4	15	5	4	-
d. Familiarization with ERIC	18	5	4	1	-
e. Task Analysis	4	12	11	1	-
f. Combining Theory with Work Experience through Apprenticeship	7	14	6	-	-
g. Helping the Poor Reader in the Vocational-Technical Subject	6	8	4	1	-
h. Career Development in the Curriculum of Hawaii's Public Schools	1	5	7	1	-
i. Individualized Instruction: Business Education	5	9	1	-	-
j. Individualized Instruction: Building Trades	2	6	3	1	-
k. Demonstration of ERIC Microfiche Reader/Printers	1	2	-	-	-

SPRING WORKSHOP ON OAHU
February 16, 1974

E V A L U A T I O N S

Total Number of Participants: 118
Number registering for U.H. Credit: 64
Number of Evaluation forms received: 60

General Rating: Excellent: 9; Good: 32; Average: 6; Fair: 5; Blank: 8

Rating of Presentations	Excellent	Good	Average	Fair	Poor
a. The Keynote Address: The Need for More Effective Vocational Guidance	32	23	4	-	-
b. Career Planning Games	4	10	22	14	10
c. Vocational-Technical Students: The Chosen Ones. Psychometric Testing	27	22	6	2	-
d. Financial Aids	3	16	11	4	-

SPRING WORKSHOP ON KAUAI
March 16, 1974

E V A L U A T I O N S

Total Number of Participants: 42
Number registering for U.H. credit: 18
Number of Evaluation forms received: 28

General Rating: Excellent: 9; Good: 16; Average: 2; Blank: 1

	Excellent	Good	Average	Fair	Poor
a. The Keynote Address: The Implications of the State Master Plan for Vocational Education	11	11	6	-	-
b. Life Career Game	14	12	1	1	-
c. Orientation to Career Counseling through a Testing Program	17	7	4	-	-

SPRING WORKSHOP ON MAUI
March 23, 1974

E V A L U A T I O N S

Total Number of Participants: 67
Number registering for U.H. Credit 28
Number of Evaluation forms received: 21

General Rating: Excellent: 5; Good: 7; Average: 4; Blank: 5

Rating of Presentations	Excellent	Good	Average	Fair	Poor
a. The Keynote Address: The Role of Maui's Public Education Institutions and Programs in Meeting Maui County's Future Needs	11	6	2	1	-
b. Life Career Game	4	12	3	2	-
c. Vocational-Technical Students: The Chosen Ones. Psychometric Testing	4	10	3	1	-
d. Panel Discussion: Future Economic Trends and Labor Needs in Maui County	3	9	6	1	-

SPRING WORKSHOP ON HAWAII
April 27, 1974

E V A L U A T I O N S

Total Number of Participants: 74
Number registering for U.H. Credit: 41
Number of Evaluation forms received: 31

General Rating: Excellent: 12: Good: 12; Average: 3; Fair: 1;
Blank: 3

Rating of Presentations	Excellent	Good	Average	Fair	Poor
a. Panel discussion: Career Opportunities: Affirmative Action for Minorities	9	20	2	-	-
b. Orientation to Pre-Industrial Preparation (PIP)	12	12	4	1	-
c. Vocational-Technical Students: The Chosen Ones. Psychometric Testing	14	13	2	-	-